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ABSTRACT

This volume is the second of a three-volume report of a national study whose primary objectives were to quantify resource utilization patterns of vocational education programs effectively serving special needs populations and to develop a methodology for estimating resources required to successfully serve these populations. It is a compendium of descriptions of successful programs serving vocational education disadvantaged students. It is intended to be a resource document for those interested in developing and/or improving programs to serve the population (State consultants, local administrators, teachers, counselors, etc.). Fifty-five entries are included in the compendium, drawn from the total of 158 programs surveyed during the study. The entries are categorized by program type and by program environment in order to facilitate the reader's particular interest in specific types of programs and settings. Each compendium entry has been written to conform to a general format consisting of seven parts: (1) Identification information, (2) program information, (3) instructional program, (4) special features, (5) results of evaluation efforts, (6) funding mechanisms, and (7) who to contact for more information. (HD)

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Final Report

Project No. V0135VZ
Contract No. OEC-0-74-1754

ASSESSMENT OF NEED IN PROGRAMS OF VOCATIONAL EDUCATION FOR THE DISADVANTAGED AND HANDICAPPED

Volume II

Compendium of Descriptions
of Exemplary Programs

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December 25, 1975

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U.S. DEPARTMENT OF
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Introduction

This report, Volume II of the final report of research project, "Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped," is a compendium of descriptions of successful programs serving vocational education disadvantaged students.

The major objectives of this research activity were intended to assist the Office of Education in being responsive to the following needs:

1. identify and document effective vocational education programs serving disadvantaged students, primarily at the secondary level;
2. quantify resource requirements of the effective programs, thereby assisting regional and state offices of education to recognize and justify effective expenditure of funds; and,
3. develop a methodology to provide for estimating the total resource requirements necessary for the achievement of the purposes of P.L. 90-576 on behalf of the vocational education disadvantaged and handicapped populations.

Emphasis has been placed on the disadvantaged. The decision re: project emphasis on this special needs population was reached following consultation with the OE Project Officer and the Project's Advisory Committee.[1/]

The compendium of descriptions of effective programs for vocational education disadvantaged students is intended to be a resource document for those interested in developing and/or improving programs to serve the population (state consultants, local administrators, teachers, counselors, etc.). Primarily, it should serve as a planning/implementation reference

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1/ Consideration was given to the fact that there were concurrent studies focusing on the handicapped, and, consequently, a need for increased emphasis on the disadvantaged as a research priority. Readers interested in studies with primary emphasis on the handicapped are referred to the following two studies: (a) Olympus Research Corporation, An Assessment of Vocational Education Programs for the Handicapped Under Part B of the 1968 Amendments to the Vocational Education Act, Final Report, OE Contract No. OE-0-71-6639, October 30, 1974; and (b) Performance Management Specialists, Inc., Guidelines for Improvement of Vocational Education Programs and Resources to Serve Needs of Handicapped Children, Vocational Education FY1974 Applied Research Project No. V0215VZ.

on alternative models of resource utilization in meeting the needs of vocational education disadvantaged students. Specifically, it addresses the first major objective and need mentioned above--identification and documentation of effective programs.

Of the total number of programs nominated for inclusion in the needs assessment study, 158 were selected for inclusion in the survey. From this total of 158 programs, 55 compendium entries were selected; however, not on the basis of an evaluation of effectiveness, since all 158 were originally nominated by several sources as the most successful vocational education programs for vocational education disadvantaged students at the secondary level in the nation. The program described in this compendium were selected in terms of the following criteria:

1. regional/state representation,
2. model representation by program type and program environment,
3. utilization of a tool, technique, or procedure that may prove useful in another setting,
4. adequacy of information about the program in terms of completeness of questionnaires and additional program information.

Regional and state representation was used as a criterion to insure a geographical mix of major areas of the country. Each of the ten HEW planning/administrative regions is represented by at least three entries. Additionally, 39 of the 50 states as well as Puerto Rico are represented by at least one compendium entry.

Model representation by program type and program environment was developed as a criterion in order to present sketches of the entire range of programs in terms of four types of environments and four types of programs.

Four types of environmental settings were classified on the basis of population, as follows:

1. Environment Type I - SMSA, Central City: Based on areas defined in August 1973 by the Office of Management and Budget as Standard Metropolitan Statistical Areas (SMSA). The largest city within an SMSA is the Central City.

2. Environment Type II - SMSA, Outside Central City: The ring of the SMSA--the ring is all of the SMSA that is not part of the Central City itself. This would include adjacent counties which are metropolitan in character and are economically and socially integrated with the Central City.[2/]

3. Environment Type III - Urban, Outside SMSA (>10,000): Cities, towns, or communities located outside SMSAs with a population greater than 10,000.

4. Environment Type IV - Rural (≤10,000): Cities, towns, or communities located outside SMSAs with a population equal to or less than 10,000.

The decision to classify programs as Urban (Type III) or Rural (Type IV) was arbitrary. The U.S. Census Bureau classifies areas as rural if population is less than or equal to 2,500; however, for the purposes of this survey, this figure was judged to be too small. The distinction between non-SMSA urban and rural is important in terms of differential costs of vocational education programs, and local labor markets. It should be noted that a city may have a population less than or equal to 10,000 and not be classified as rural if it is located within an SMSA.

Type of program is a classification system useful for differentiating programs by the kind of services and/or format used to meet the needs of vocational education disadvantaged students. Four major categories of program types were developed, as follows:[3/]

a. Program Type I - Regular with Support Services

A regular vocational education program supplemented by supportive and/or special educational services which are provided in order that disadvantaged students can succeed in the regular vocational education program.

2/ 1970 Census Users' Guide, Part I, issued October 1973, U.S. Department of Commerce, Bureau of the Census, p. 83-85.

3/ The program type classification system was adapted, with modifications, from Occupational Education for the Disadvantaged Through Utilization of Man-Months (Definitions, Rules, Regulations, and Examples of Programs). Raleigh, N.C.: Division of Occupational Education, N.C. State Dept. of Public Instruction, January 1974.

Regular programs of vocational education are those programs which have been acknowledged by the State Board of Education and the Division of Vocational and Technical Education to have general application statewide for average students. In most cases, these programs have completed course "guides or standards" which have been made available to all administrative units in the State.

Supportive services are special educational services which are supplementary to regular programs. These services are provided in order that disadvantaged students might achieve occupational education objectives that would otherwise be beyond their reach. Those additional services needed by the disadvantaged may include special counseling services, diagnostic services, tutorial services, psychological services, etc.

b. Program Type II - Modified Regular Program with Support Services

A modified or adjusted program is a regular vocational education program that has been changed, adjusted, or altered to more adequately meet the special needs of disadvantaged students whose social, cultural, economic, and/or academic disadvantagements have prevented them from experiencing success in a regular program area of vocational education. Particular emphasis in modification is given to revision of the curriculum.

Examples of program modifications might include:

1. Self-instructional, individualized instructional or especially formulated packages (e.g., audio-visual);
2. Reduced class size to allow for more individualized teaching;
3. Use of conference periods for work with "only disadvantaged students";
4. After school work with students;
5. Weekend work with students; or
6. Specific demonstrations just for the disadvantaged students in each class.

c. Program Type III - Special Program

A vocational education program that has major differences (other than support services or curricular modifications) when compared to a regular program in the same area of vocational education was classified as

a special program. It is a program that is specifically planned to meet the special needs of the disadvantaged learners whose social, cultural, economic and/or educational disadvantagements have prevented them from succeeding in a regular occupational program.

Special programs are those provided only when a disadvantaged student cannot benefit from regular occupational education programs to any extent, even with modifications thereto or with the provision of supplementary special educational services. It is often segregated from regular programs or housed in separate facilities and the classes generally contain only vocational education disadvantaged students.

d. Program Type IV - Work Experience

This classification includes cooperative work experience programs or work study programs. The program may be totally work experience oriented, or work experience may be the major component of the program. This category was used only when on-the-job skill training was indicated to be provided on a long-term basis to students enrolled in the program. The program may or may not provide monetary compensation to enrolled students.

Utilization of a unique, potentially transportable tool, technique, or procedure for serving vocational education disadvantaged students was the third criterion used to select compendium entries. Such program features may include evaluation procedures, special funding, arrangements for student identification and diagnostic techniques, interagency agreements, or any other feature that might enhance the ability of a program to better meet the needs of the vocational education disadvantaged student.

Adequacy of information was the fourth criterion used to select the compendium entries. The completeness of information provided by the 158 surveyed programs varied considerably. For example, 62% (98) of the programs surveyed returned the extensive questionnaire used as part of the methodology for quantifying and estimating needs. Fifty-four percent (86) programs returned written information about their particular programs. Sixty-seven programs or 42% of those surveyed returned both the questionnaire and additional written materials, while 117 programs or 74% of the total 158 programs surveyed were responsive to the request to participate in the

survey. Fifty-five of those 117 programs responding are included in the compendium.

The programs that are included as entries in this volume are indicated in the matrix in Figure 1. Included in this figure is the program name, the state of location, the region and the page on which the compendium entry can be found. The entries are categorized by program type and by program environment in order to facilitate the reader's particular interest in specific types of programs and settings.

Each compendium entry has been written to conform to a general format consisting of seven parts: (a) identification information, (b) program information, (c) instructional program, (d) special features, (e) results of evaluation efforts, (f) funding mechanisms, and (g) who to contact for more information.

Identification Information

The heading for each compendium entry includes the program name, the program's address, and a contact person that the reader may communicate with in order to secure additional information about the program.

Program Information

The program information portion of each entry contains general descriptive information about each particular programmatic effort to meet the needs of vocational education disadvantaged students. This information includes the type of program, the population served by number and category of student, the type of facility where the program is located and operated, the geographic area that is served by the program and a typical schedule of program operation. The reader may wish to match his own program to the compendium entry on several of these points.

Instruction Program

The instructional program portion of the abstract includes a statement of the overall program aims, the specific goals or objectives around which the effort is built, the skill areas taught, and any special curricular training features which have been developed.

PROGRAM ENVIRONMENT

	SMSA Central City				SMSA Non-Central City			
	Name		Region	Page	Name		Region	Page
Regular	Supplemental Services	Colo.	VIII	172	Operation Vital	R.I.	I	17
	Agricultural Education	Wyo.	VIII	184	Career/Vocational Education System	Cal.	IX	194
	Career Center	N.Y.	II	37	Preparatory Training Program	Mich.	V	120
	Reading/Math Tutoring Program	Nev.	IX	209	Vocational Education-Special Needs	Ill.	V	94
	Aids to Career Education	Cal.	IX	191	Instructional Resource Program	Ill.	V	91
	Operation Salvage	Pa.	III	58	Office Services Program	Va.	III	62
	Special Needs Program	Mich.	V	103				
Modified	Career Advancement Program	Ark.	VI	140	Project Model	Mass.	I	5
	World of Work	Kan.	VII	162	Coordinated Vocational Academic Education	Ga.	IV	78
	Career Communications	N.Y.	II	29				
	Satellite Academy-Career Education	N.Y.	II	32				
Special	Alternative Schools Program	Tenn.	IV	84				
	Beggs Center	Fla.	IV	72				
	Vocational Village	Ore.	X	219				
	Learning Skills Center	Tx.	VI	148				
	Hands-On-Training	Neb.	VII	168				
	Vocational Education for Advancement	Minn.	V	123				
	Tucson Skill Center	Ariz.	IX	187				
Work Experience	Food Services	S.C.	IV	81	Satellite Learning Project	Mass.	I	10
	Work Experience	Iowa	VII	159	Individualized Manpower Training System	Fla.	IV	69
	Branch Program	Utah	VIII	179				
	Project R.E.A.L.	Cal.	IX	205				
	Project VEET	Ohio	V	126				
	Project Select Employment Trainee	Pa.	III	53				
	Work Experience/ACE	Cal.	IX	191				
	Edwardsburg Shared-Time Special Needs Project	Mich.	V	113				
	I				II			

Figure 1

Reference to Compendium Descriptions by Program Type and Environment

PROGRAM ENVIRONMENT

	Urban, Non-SMSA			Rural			
	Name	Region	Page	Name		Region	Page
Regular	A Plan for Retraining	P.R. II	45	Program for Special Needs	N.H.	I	14
				Elevate Program	Vt.	I	21
				Relevant Education	Me.	I	2
				D-4 Agriculture Program	Id.	X	216
				School Without Walls	Iowa	VII	156
				Diversified Occupations	N.D.	VIII	177
Modified	Service Occupations	Vt. I	25	Fargo Area Vocational	Ark.	VI	138
	Coordinated Vocational Academic Education	Tx. IV	78	Academic Vocational Adjustment Program	Wisc.	V	132
				Miner Training Program	W.Va.	III	65
Special	Project SAVE	Alas. X	213	Meat Processing and Marketing	Okla.	VI	144
	Youth Opportunities Unlimited	Mo. VII	165	Cooperative Vocational Education Program	Mont.	VIII	174
Work Experience	Career/Occupational Education Program	N.J. II	42	Belfry Vocational Program	Ky.	IV	75
				Project 70,001	Dela.	III	50
	III			IV			

Figure 1

Reference to Compendium Descriptions by Program Type and Environment

Special Features

Special features includes an array of information ranging from recruitment procedures to community involvement to special in-service education activities for instructors of a given program. Additionally, herein are discussed the programmatic placement and follow-up procedures, linkages with other agencies, and arrangements with local labor unions. The special features section may suggest effective low cost arrangements and innovations with high transportability.

Results of Evaluation Efforts

When such information was available, the results of evaluation efforts conducted by the local education agency or by the state agency are included. Of particular interest is the variety of measured outcomes evaluated, and the range of effectiveness experienced by the programs. Within the compendium entries, these range from development of self concept to adequacy of skill training.

Funding Mechanisms

Information obtained about funding varied among programs, both in terms of amount of resources and patterns of resource utilization. Where available, the compendium entries contain information about the sources of funding for each selected program, the average cost per vocational education disadvantaged student, the average cost per regular vocational education student, and the comparative difference in cost between the two populations. Additionally, there is an indication of spending by priority area. The priority areas, referred to as program components, represent the eight major areas of school expenditures developed by System Sciences, Inc. to quantify and classify the data gathered during the national survey. The eight specific funding areas include the following:

1. Program Support Services,
2. Instructional Materials, Supplies, and Related Needs,
3. Instructional Personnel,
4. Instructional Related Needs,
5. Staff Development,

6. Community Public Relations,
7. Administration and Supervision, and
8. Facilities.

During the course of the national survey, local program administrators were asked to indicate the amounts or percentages of cost expended for each of these components, and specific elements within each component, for the past two school years. Additionally, administrators were asked to indicate which of the components (and elements) they judged most essential to a continuing, successful program. This information, as well as information regarding linkages with other agencies relative to funding is included.

Who to Contact for More Information

The last paragraph of each compendium entry includes the name and address of both the local and state contact person with responsibility for the program. The reader is encouraged to contact these persons relative to accessing additional information for program planning and development.

REGION I

Relevant Education: A Developmental Year
Mr. Orrison Moody, Assistant Principal
Van Buren District High School
321 Main Street
Van Buren, Maine 04785

The Relevant Education program is a vocational education program for both regular and disadvantaged students housed in Van Buren District High School and serves Maine Administrative School District 24, in rural Aroostock County. Of the 170 students currently enrolled in the vocational education program, 71 are classified as disadvantaged. These students are so classified mainly because of their low socioeconomic level and/or linguistic deficiencies which prevent them from succeeding in the regular classroom. Students presently involved are those in grades 9 through 12, with an occasional 8th grader allowed to enroll if the need is particularly urgent.

The goal of the program is to increase the number and skill level of individuals competing in the local job market. The program offers classroom instruction in the following areas:

Home Economics

Child Development
Management
Leadership Roles and Personal Commitment
Personal and Family Relations
Foods and Nutrition
Clothing and Textiles
Housing and Home Furnishings

Business Education

Business Math
Business Law
Office Practice
Secretarial Office Practice
Clerical Office Practice
Bookkeeping
Personal Notehand and Typewriting
Shorthand
Record Keeping

Automotive Mechanics

Automotive Maintenance and Repair
Small Engines

Industrial Arts

Wood Manufacturing
Metal Manufacturing
Residential Construction
Electrical-Electronics
Power-Transportation
Service Industries
Technical Drawing and Planning
Graphic Arts

On-the-job training is available for those 11th and 12th graders enrolled in Business Education. Scheduling and training sites depend on the availability of suitable work locations; it is anticipated that as the program is expanded, 9th and 10th graders will also become involved in the on-the-job training program.

Classrooms for vocational education disadvantaged students are not separated from those regular students in order to prevent a stigma from becoming attached to the disadvantaged program by virtue of their isolation from the regular program. Special tutors and counseling are available for those students who need special attention. Never at any time is there any practice in the classroom which labels and separates the disadvantaged student from the regular student.

The academic portion of the program is composed of the regular high school academic curriculum. Students take courses to complete requirements for graduation, such as math, English, social studies, health, physical education and electives. Again, there are no separate classrooms for the disadvantaged student; as with the vocational courses, if a student needs special attention, a tutor is assigned to help him with problem areas. At all times, there are guidance and counseling services available to all students, both disadvantaged and regular.

Information about the program is circulated through daily bulletins, guidance counselors, and the students themselves. There are never any advertisements for a vocational education program for the disadvantaged student. The program is, as advertised, available for all students. Also helpful in disseminating information about the program and recruiting students is the program's own closed circuit TV channel which devotes approximately one hour per week to "happenings" within operation. To involve the community in the program and enlist support from its members, advisory groups made up of parents and other community members are used. Parents give feedback concerning the program's effectiveness and offer suggestions for improvement. Another strategy utilized by the program to enlist support is a series of community service projects, undertaken by the students themselves, and designed to benefit the entire community.

The program seems to be quite effective in achieving its objective as evidenced by the 2% to 3% dropout rate. Previously a big problem, dropout figures now are negligible. Additionally, many of those who do drop out are merely leaving the school system to transfer to another one or to accept a full-time job. Finally, the fact that 21 of the 33 disadvantaged students who have completed the program were placed either in the job market or in an institution of higher learning is a testament to the program's success.

The program is funded exclusively through local money. Major expenditures for the program are for instructional personnel, instructional materials and supplies, and administration and supervision, respectively. Expenditures per vocational education disadvantaged student average over $800 per student. This is an increase of 100% above direct expenditures for regular vocational education students. One of the most critical needs of the program is for off-campus education. In the planning stages and awaiting approval are recommendations for the use of business and industry as classrooms. This model will permit the school to pay employers for instruction services rendered to students; it is anticipated that this arrangement will again boost retention rates, improve placement rates, and cost less than building additional facilities. Thus, the school can expand its program without having to add more physical space onto the existing school building. At present there is an ongoing renovation program which will eventually result in grades 7 through 12 being housed under the same roof. Once this occurs, Van Buren District High School will move from the vocational education concept to that of career education beginning at the 7th grade level.

For more information about the program the reader should contact Mr. Orrison Moody, Assistant High School Principal or Mr. Carl W. Butler, State Consultant for Disadvantaged Programs, Bureau of Vocational Education, Augusta, Maine 04330.

Project Model
Dr. Everett Warzecha, Director
173 Chelmsford Street
Chelmsford, Massachusetts 01824

Project MODEL (Mobile Occupational Development Education Laboratories) is a portable, four-unit learning environment sponsored by the Massachusetts State Department of Education, Division of Occupational Education in cooperation with the District Committee of Nashoba Valley Technical High School. The project offers occupational skill training, vocational education, and job placement for the socially or economically disadvantaged, the mentally or physically handicapped and the inmate and ex-offenders population.

One of the four units is taken to a qualified agency for a period of 2 to 12 weeks (depending on the particular unit that is on location) and utilized to deliver a specialized type of instruction to the agency's target population. The objective of the project is to guide the receiving agency in constructing its own unique program for its special students. In this way, the project is able to reach many more special needs students than would be possible using only direct services.

The four mobile units comprising Project MODEL are the Vocational Evaluation and Reading Diagnosis Laboratory, Small Engine Repair and Automotive Tune-Up Laboratory, Business Occupations Laboratory, and the Distributive Occupations Laboratory. Each unit is 12' x 60' and is especially equipped to accommodate the handicapped student. Wheelchair ramps, ample floor space, large entrances and so forth provide easy access to the unit and make for easy mobility within. Instructional facilities are equipped with modern audio-visual equipment and other materials to provide multi-sensory, individualized instruction for each participant.

Definitions of disadvantaged and handicapped are those documented in the Federal Register. Selection of students for project participation is accomplished through a screening process in an attempt to include just those individuals who meet the federal criteria of disadvantaged and handicapped.

The Vocational Evaluation and Reading Diagnosis Laboratory is equipped to provide "hands-on" experience in vocational assessment and reading diagnosis. The student is provided various avenues for discovering his particular interests, activities, and attitudes toward work. Such items as closed-circuit TV, films, tape recorders, record players, slides, and other audio-visual aids provide career orientation in 15 vocational areas. At the end of this unit's two-week stay at an agency, vocational education profiles and reading level diagnostic reports are presented to the agency for future use.

The Small Engine Repair and Automotive Tune-up Laboratory offers simulator experience in the disassembly, repair, and re-assembly of auto, motorcycle, lawnmower, chain saw, and other small equipment engines. At the completion of the program, the student has a repair manual for various engines for his personal use.

An extensive series of programmed instructional units ensure the efficient and speedy learning of office skills by students in the Business Occupations Laboratory. Typing is taught through a combination of several instructional techniques that appeal to the various sensory modalities. Individualized cassette programs allow the student to increase his speed and accuracy in private sessions. In the unit the student also gains experience in the operation of such office machines as the spirit duplicator, mimeograph, and stencil cutter. Other office skills such as the preparation of business letters and forms and proper office behavior are also taught.

Instruction in the various facets of sales and marketing is offered in the Distributive Occupations laboratory. The student gains practical experience in cashiering, bagging groceries, customer relations, etc., in the supermarket cashier skill area. The unit is equipped with simulator facilities for "hands on" experience in this trade. "Front desk" experience is also available for the hotel/motel management component. From these and many other skills taught in this unit, a total of 69 related occupations have been identified into which a student may move after the completion of this instructional program.

The project has, through its innovative instructional techniques and mobility, been effective in reaching populations that previously would have had no alternative to the traditional type of classroom instruction. At least 25 communities were visited in 1973 (the first year of operation) affecting approximately 400 students. Equally important, the majority of the communities which were visited adopted the program. Through the guidance and assistance of the Project's staff, receiving agencies were able to initiate a comparable in-house program for their special needs population.

A computerized account of the project's instructional program has recently been developed which will present a comprehensive list of occupational competencies acquired by students who complete various phases of the project. The information is intended to provide prospective employers with useful information regarding students' competencies. Computerization also aids in designing and implementing instructional programs.

An active promotional campaign has been underway to publicize the project and interest various agencies serving the disadvantaged, handicapped and incarcerated. A film detailing the project's operation is available upon request and brochures describing the project are sent to thousands annually. Newspaper coverage in Chelmsford and surrounding areas has been most supportive of the program and its efforts. Also, the airing of the Distributive Education Unit on the area TV stations' evening news helped to make the public aware of the program and its successes.

Advisory committees made up of community members for each instructional unit have been established to enlist community support. The committees offer valuable resource personnel to help develop and revise instructional materials and curriculum content.

MODEL staff have been moderately active in student placement insofar as time has allowed although the major responsibility for placement rests with receiving agency staff. Placement efforts by the agencies' staff members have been largely successful and plans are underway to coordinate the placement activities of MODEL and receiving agency staff.

An evaluation by National Educational Evaluation Service, Inc. early in 1974 resulted in a favorable report of the project's progress. The evaluation staff were generally pleased with MODEL's instructional and administrative personnel, the curriculum, the instructional and administrative personnel, and the instructional equipment. Results of pre- and post-tests of students' achievement and job placement of trainees further demonstrated MODEL's success to the evaluating agency. The agency did suggest that MODEL's units reach a greater number of deaf and blind students and that a permanent record of placement and follow-up data be maintained. The record keeping has now become a part of MODEL's computerization. The evaluation staff concluded that Project MODEL had achieved its short-term objectives and was making satisfactory progress toward the achievement of long-term objectives.

As a result of MODEL's campaign program, various area agencies have requested assistance from one or more of the project's units. Participating agencies include the Massachusetts Rehabilitation Center, Goodwill Industries, Massachusetts Hospital School, area vocational-technical high schools, correctional institutions, and community colleges. Most of the agencies requesting MODEL's services have initiated comparable in-house programs. Those that have not, failed to do so because of budgetary constraints, internal conflicts, or physical space limitations. In no instance has a receiving agency appeared disinterested in establishing a program comparable to those in the MODEL units.

Funding for the project is provided through Part A (disadvantaged), Part B (handicapped), and Part C (research) of the Vocational Education Act. Supplemental funds are also provided by the Boston School Department. The majority of the Project's budget is, by necessity, allocated for instructional personnel since instruction is the major objective of the Project. Experienced instructional staff have been recruited for all units and have contributed enormously to the project's success. Other expenditures are for project operation and administration. The administrative

funds appear to have been effectively spent in securing individuals with the expertise to effectively manage the project's operations while smoothly integrating it into the receiving agency's existing structure. The average per pupil expenditure is approximately $502 per vocational education disadvantaged student.

The reader should contact Dr. Everett Warzecha, Project Director, or Dr. Eugene Curran, State Bureau Chief for the Bureau of Special Needs, Division of Occupational Education, 182 Tremont Street, Boston, Massachusetts 02111, for additional information about Project MODEL.

Satellite Learning Program
Mr. William P. Keating, Project Director
Mr. Jack Westcott, Curriculum Coordinator
Keefe Technical School
750 Winter Street
Framingham, Massachusetts 01701

The Satellite Learning Program is a vocational-technical program for disadvantaged students serving the four-town region of the Framingham School District. Students, 16 years or over, may enroll in the program provided there is an appropriate curriculum available to meet their needs. At present, 47 students are enrolled, the majority of which are white males. The program is equipped to serve the following special needs students with an individually tailored program of instruction: all categories of disadvantagement; the mentally retarded; the hard of hearing; visually and speech impaired; the emotionally disturbed; and the physically handicapped. Students enrolled are those at least one year behind their peers academically and have been evaluated as "dropout prone." It is believed that school for them has become a frustrating experience too often failing to offer courses of the right content and/or at an appropriate level to meet their needs. The Satellite Learning Program was designed to offer these students an alternative to the traditional school--a prescriptive program especially designed to offer vocational-technical training to those with various kinds of handicaps and disadvantagements.

The Joseph P. Keefe Technical School which houses the Satellite Learning Program is a large, tri-level structure equipped with swimming pool, multi-media resource center, auditoriums, and a restaurant operated completely by Culinary Arts students. Use of these facilities by neighboring schools and the general public is encouraged .

Upon enrolling, the student will find himself in an ungraded program offering six areas of training from which he may choose a specialty area. Training areas offered are:

Urban and Suburban Forestry	Building and Plant Maintenance
Painting and Decorating	Construction
Turf Management and Flori-culture	Carpentry Remodeling

Skill training in these areas consists almost entirely of on-the-job training provided by "bosses", as the instructors prefer to be called, instead of the traditional teachers. The "bosses" are selected because of their expertise and past work experience in their respective skill areas. They are thus able to offer a very "down to earth" type of instruction on a level that the disadvantaged student can understand.

Whenever possible, courses for disadvantaged students are integrated with the courses for regular students. If difficulties are encountered, remedial math and English are available to elevate the student to a level of functioning adequate for his/her return to the regular classroom. Counselors are also available to offer personal and academic counseling for those who may have need for such services.

As much flexibility as possible is built into the curriculum to serve the special needs student. By providing many learning aids, the program aims to graduate students who are sufficiently well-trained that they can begin a job immediately upon completion of the program. Such flexibility, combined with suitable instructional materials and hands-on training create a relevant program with a variety of avenues to aid students in achieving their personal goals.

To accommodate those students with financial needs, the program offers part-time employment while the student is in training. In addition to the money earned, the student gains experience in his skill area in a job outside the jurisdiction of the school. As a result, the student is able to acquire a broader perspective for the work world and for the duties and responsibilities inherent in being an employee.

To supplement the work experience component and classroom instruction, field trips to various businesses and industries in the area are provided for students in order to permit him/her to apply his classroom and hands-on experiences to the actual business world. Another alternative is provided by counselors who arrange for paid weekend work for those students needing work experience and financial assistance. Taken together, these alternatives

suggest that students have ample opportunities to acquire skills in on-the-job settings with experienced personnel serving the dual roles of employers and teachers.

Referrals from neighboring schools account for the majority of the program's enrollment. Students with academic disadvantagements and handicaps are spotted by school counselors or special education personnel and are made aware of the program. Interested students are referred to the program, screened by Satellite personnel and accepted on a quota basis. Special exceptions are made for students with hearing handicaps or mental retardation; in fact, exceptions to the quota are made in these circumstances to accept students from schools outside the district as long as space permits. The program strives to offer training particularly for those who are not able to receive training elsewhere. Remedial training is also available for regular students who may need special instruction.

Community support for the program has been earned by the outstanding efforts of the students. Various projects undertaken in conjunction with the vocational instruction have resulted in a total net savings of $140,619 to the taxpayers of the area over the course of the period from 1973-74. Satellite students designed and implemented such projects as the completion of the program's shop area, construction of office space, grounds maintenance, painting of curbs, landscaping of school grounds, and accomplishment of many repairs throughout the school system. Aside from the savings to taxpayers resulting from the repairs to the school, various community projects branching out beyond the school were undertaken. Students performed such tasks as removing and trimming trees, renovating old houses representing historical landmarks of Framingham, and beautifying park and play areas in the town. Additionally, a special project for the Framingham Police Department resulted in special recognition of the program by the Police Chief. Students renovated the Dog Pound, erected locker facilities for the Police Station, and constructed additions to the Dispatch Office all for the cost of the construction materials. Besides the obvious savings to the community, students gain valuable work experience and feelings of personal satisfaction from engaging in such a worthwhile activity.

Partly as a result of these efforts, the program has received enthusiastic support from various community agencies. The Area Chamber of Commerce and the Employment Security Commission have conducted surveys to determine area employment and training needs. Through these efforts, useful contacts for the school were established. Advisory committees composed of various community businessmen and industrialists have volunteered for each vocational area. Also, school personnel, vocational-technical institutes, and other instructional personnel maintain their contacts with the program. Community agencies such as the Police and Probation departments and the mental health clinic make referrals whenever the need arises.

The program's success in holding students is evidenced by the high completion and low dropout rate. For example, only four students dropped out of the program; of the 47 who remained, every student successfully completed the training. Equally impressive was the 100% placement rate for the students who successfully completed the training program. It appears that program personnel have been quite successful in assessing and responding to community needs for employment and training.

Funds for the program is provided through federal Part B and local funds. The average total cost per student, including the disadvantaged is approximately $3?00, an increase of 18% over the amount spent on regular vocational education students. Much of these funds are spent for instructional personnel, instructional materials, and administration and supervision.

For additional information about the program, the reader should contact Mr. William P. Keating, Project Director or Dr. Eugene Curran, Bureau Chief for the Bureau of Special Needs in Massachusetts, Division of Occupational Education, 182 Tremont Street, Boston, Massachusetts 02111.

Program for Special Needs
Mr. Robert S. Holt
Vocational Director
Lebanon High School
Lebanon, N. H. 03766

The Program for Special Needs operating within Lebanon High School is an integrated vocational education program serving disadvantaged, handicapped and regular students in grades 9-12. Of the total 530 students presently being served, 92 are classified as disadvantaged. Students are designated as disadvantaged on the basis of test results, recommendations by teachers and counselors, evaluation of classroom performance, and consultations with the student and his parents. Generally, these are individuals who have failed to succeed in the traditional classroom having been prevented from succeeding by academic, socioeconomic disadvantagements. It should be noted that this is an integrated program, meaning that no physical or social distinction is made between the regular and the disadvantaged student. No student in the program is ever labeled disadvantaged other than for funding purposes. Adjustments within the regular program are instituted to accommodate students with special learning needs.

The curriculum is composed of the following occupational areas:

Auto Occupational
Building Trades
Vocational Drafting
Building Maintenance
Clerical Practices
Office Practices
Typist-Clerk
Accounting
Child Care

Each of the courses within these areas is set up on an individualized, self-paced basis. The program is organized around a prescriptive services philosophy. This means that through diagnosis of each individual case, the problem can be specialized and a particular instructional technique can be designed to remedy the problem.

Within the regular curriculum there are other provisions especially for the "special needs" student. A special "Auto English" course is offered within the Auto Mechanics study area to provide relevance and

transferability of skills to the academic courses. Further, students with poor basic skills are elevated to entry level for the vocational courses. Finally, special materials and resources are made available for those who need it. These include slide tape shows, video tapes, sound film, transparencies and so forth.

To complement the course offerings, field trips and work experiences are provided. Special work stations are occasionally arranged for those that have trouble comprehending certain concepts. Also, tutoring is made available for any student who needs it. These special services help to ensure the success of most students enrolled in the program in spite of their disadvantagements and handicaps.

There is no hard-sell active recruitment program operative for the Special Needs Program. Through careful scrutiny of student records and progress reports, counselors and teachers can screen those who may need special help and refer them for testing and diagnosis. If a problem exists which can be addressed within the program, prescriptive services are initiated. The school staff are careful not to advertise the program as one for the disadvantaged. In newsletters and other news releases, the program is referred to as a Center for those with special needs. It is hoped that by treating this program as any other operating within the school that disadvantaged students will not be labeled and stigmatized because of their disadvantagement.

Links with the community are maintained through the use of a six-person advisory committee made up of parents and businessmen. The committee offers suggestions for the improvement of the curriculum and acts as a liaison between the school and the community. The program also maintains close contact with mental health and social service agencies in the area. Sometimes it is necessary to refer those with serious problems to a treatment center better equipped to deal with them than the school. Vocational Rehabilitation also receives referrals from the program.

The program seems to be effective in meeting the needs of its students as judged by its low number of dropouts. Of the 92 disadvantaged students enrolled in the program, only one dropped out as compared to 12 regular student dropouts. Also encouraging was the fact that ten students originally qualifying as disadvantaged were reclassified to regular. These events have led the program directors to conclude that some of the students have raised their academic competencies since taking advantage of the program.

The program receives financial support through Part B of the 1968 Vocational Education Act and local funds. Additionally, other special resources such as Title I, Special Education, and Vocational Rehabilitation are utilized within the total program. The local school district also provides some special funds. The average cost per disadvantaged student is approximately $395, almost 100% more than the direct cost for other vocational education students. Major expenditures for the program are for instructional personnel, support services, and instructional materials and supplies. The majority of the budget is centered around supplying direct services to the student, a practice consistent with the program's philosophy.

For more information about the Special Needs Program, the reader should contact Mr. Robert S. Holt, Vocational Director or Mr. John E. Bean, Jr., State Consultant for Special Services, Division of Vocational and Technical Education, 105 Louden Road, Concord, New Hampshire 03301.

Operation VITAL (Operation Prevent Dropout)
Mr. Gerald A. Cartier, Federal Aid Coordinator
Woonsocket Junior High
70 North Main Street
Woonsocket, Rhode Island 02895

Operation VITAL is a planned five-year pre-vocational program that originated in 1972-73. Impetus for the program came from the reported 22% dropout rate between grades 7 and 12. To treat the problem, the program was initiated in Woonsocket Junior High School serving grades 7 through 9. Of the total 2100 junior high enrollment, 1500 are enrolled in VITAL; of these 1500, 794 are classified as disadvantaged. A large percentage of the families of these children are on welfare and many of the children are receiving AFDC. The goal of the program is to intervene before the student has made his decision to drop out of school. By providing career alternatives and a relevant curriculum, it is hoped that the student's motivation to remain in school will increase. If an increasing number of students remain in school, the effect should be a significant future decrease in the number of families on welfare roles and an increase in a potential skilled labor force.

Training in the following skill areas is provided:

Grade 7

Group A. Skill Area No.	1:	Sculpturing and Modeling
	2:	Textile Exploration and Sewing
	3:	Music and the Performing Arts
Group B. Skill Area No.	1:	Printing and Stenciling
	2:	Woodworking
	3:	Musical Crafts
Group C. Skill Area No.	1:	Advertising, Designing, Painting
	2:	Exploratory Craft
	3:	Music and the Performing Arts

Grade 8

Group A. Skill Area No.	1:	Consumer Homemaking (Foods Area)
	2:	Consumer Homemaking (Clothing Area)
	3:	Applied Crafts
Group B. Skill Area No.	1:	Occupational Orientation
	2:	Drafting and Design
	3:	Metal Technology
Group C. Skill Area No.	1:	Consumer Homemaking (Foods Area)
	2:	Applied Crafts
	3:	Occupational Orientation

Grade 9

Group A.	Skill Area No. 1:	Metal Technology II
	2:	Basic Electricity
	3:	Consumer Homemaking (Foods Area)
Group B.	Skill Area No. 1:	Jewelry
	2:	Mechanical Technology II
	3:	Basic Electricity
Group C.	Skill Area No. 1:	Consumer Homemaking (Clothing Area)
	2:	Jewelry
	3:	Consumer Homemaking (Foods Area)

The students choose three skill areas to explore during the year, one during each major division of the school year. Training in each skill area features extensive hands-on experience. In addition, they receive career choice information as well as information about current job possibilities. The program thus provides an opportunity for students to explore multiple career possibilities as well as to receive intensive training in a more restricted (yet more than singular) skill area. In addition, there are counselors available to guide the student in his career choices.

There is a full range of academic course offerings to supplement the vocational courses. Students are tested frequently in order to monitor progress and to permit early identification of potential problem areas. Additionally, psychological tests such as the Career Maturity Inventory are used to measure attitudes and competencies important for occupational success.

As a result of the skillful delivery of the academic and pre-vocational components, it is hoped that the following goals will be realized:

1. That 90% of the students will develop a sense of the personal and social significance of work
2. That 90% will become aware of individual interests, needs, and abilities through actual work experiences
3. That 100% will be aided by counselors in evaluating their interests, abilities, and values as they relate to occupational roles
4. That 100% will explore intensively several different career clusters

5. That 100% will be trained in a specific career cluster such that entry level occupational skills will be acquired which will form the foundation for further training at the high school level

6. That 80% will improve in the academic area.

Grade reports, report cards, and so forth are used as a basis for selecting prospective students for the program. The student's past record of academic performance is reviewed by teachers and counselors who then recommend students on the basis of their deficiencies; only those who appear likely to benefit from the program are recommended. The curriculum is explained to the student who is then given a form to complete if he wishes to enroll. Parents are encouraged to become involved in the school's program and parent day conferences are held frequently throughout the year to discuss each child's progress. Monthly newspaper coverage also publicizes the program in the community.

Evaluation of the program's success utilizing observation of students by teachers and other school personnel indicates a positive motivational and attitudinal change among the students. A decrease in the number of dropouts from 73 in 1973-74 to 49 in 1974-75 further attests to the program's effectiveness. Interest is also stimulated by means of the large number of course offerings provided in the curriculum; rarely do so many students have so much to choose from.

The program is funded through a combination of federal and local funds. The number one priority expenditure for the program is for instructional personnel, particularly since this program offers such a wide variety of courses. The next major funding priority is support services, such as guidance counseling and tutoring services. Other monies are spent for facilities, instructional materials and supplies, instructional related needs, and staff development. These expenditures total approximately $1200 per student for each school year. This is the same expenditure as is spent on all vocational education students. The most pressing need of the program currently is for continued funding beginning in the year 1977-78. It is hoped that the Woonsocket Education Department will be able to assume these responsibilities.

For more information about Operation VITAL, the reader should contact the Woonsocket Federal Aid Coordinator, Mr. Gerald A. Cartier or Mr. Peter F. Bowen, State Coordinator of Vocational and Technical Education, Roger Williams Building, Hayes Street, Providence, Rhode Island 02908.

ELEVATE Program (Educational Laboratories Eliminate Vocational Academic Troubles Effectively)

Mr. James Frazier
Elevate Instructor
Hartford Area Vocational Center
White River Junction, Vermont 05001

Project ELEVATE is an open-entry, open-exit vocational skill training program serving students from the Hartford Area Vocational Center in White River Junction, Vermont. In spite of White River Junction's designation as a disadvantaged area, the program flourishes with a favorable employment picture and a low dropout rate. The single exception to the overall positive employment picture is the high level of unemployment among those under 25 years of age. Area surveys, however, have indicated that employment in the following areas is particularly good: Health Occupations, Consumer and Home Economics, Child Care, Electrical Trades and Electronics, Building Trades, Auto Mechanics, Culinary Arts, and Machine Trades. Responding to this information, the Hartford Area Vocational Center has begun training in each of these areas.

One drawback to this training answer to the area youth unemployment problem is that many students are unable to succeed in the regular vocational education curriculum. A student ill-equipped for employment and without a skill probably will fail to meet even minimal employee standards as prescribed by employers. In response to this problem, the Vocational Center instituted Project ELEVATE. The program offers instruction to vocational education disadvantaged students in areas such as minimal math and communication skills; further, it integrates these courses with the material from skill-training vocational courses. Once the student's particular learning problem has been remediated, he leaves the ELEVATE program and continues with the regular curriculum.

The criteria for student selection is based on evidence that the student is typically described as disadvantaged, meaning that he has academic, socioeconomic, cultural or other disadvantagements that prevent him from succeeding in the regular classroom. Once his lack of success has

become apparent, either the vocational education teacher or the counselor makes a referral to the ELEVATE program. At no time is the student under any obligation to participate in the program. A suggestion is made to the student by the teacher or counselor that he participate; the student then decides whether or not to attend.

Since the program focuses on students with academic handicaps resulting from practically any cause except motivation, recruitment has not been a problem. Enrollment is voluntary, meaning that those who enroll do so because they really wish to succeed in their curriculum, not because they lack the initiative to succeed.

Information about the program is made available to the student. The district school newspaper carries low-key information about the program and an occasional slide-tape presentation is used to disseminate information and make the student aware of the alternatives to his present situation.

At present, there are 25 secondary level students enrolled, the vast majority of which are white males. Twenty-one of this group are enrollees from the Vocational Center and the other four are those referred from the Hartford-Windsor-Woodstock area schools. It is hoped that other schools will continue to refer students and cooperate with the program's objectives and philosophy.

The program itself is highly individualized and uses a variety of multi-media approaches. There is no pre-determined program of instruction for all students enrolled. The program employs small group instruction (3-5 students per group) in order to minimize peer comparisons. Classes are short, usually lasting no longer than 30 minutes per day and meeting no more than three times per week. The program is so carefully and skillfully integrated into the regular vocational education program that it is difficult to separate the two. All of the program's instruction takes place in the time allotted for regular vocational education courses and much of it takes place in the shop area itself. This strategy alleviates the stigma too often attached to disadvantaged programs. Informal, teacher-constructed pre- and post-tests are used to measure a student's progress in the program.

However, no letter grades are used since to do so could possibly perpetuate the student's feelings of failure that he encountered in the regular vocational education program. Academic credit is sometimes given for work completed in the ELEVATE program, depending on the student's progress and individual situation.

Material used in the program is borrowed directly from the student's regular vocational education class. Once the student decides to enroll, the ELEVATE teacher with the help of the regular vocational education teacher diagnoses the student's strengths and weaknesses and sets about designing activities to remedy the problem. For example, the student may be sent to the storeroom by his auto mechanics teacher to get a particular kind of auto paint. The student returns with a different kind of paint because of his inability to correctly read the paint can labels. Having been made aware of this problem, the ELEVATE teacher may present paint can labels as reading materials for the student. From such materials, vocabulary words could be identified and put on separate lists. The student then reviews the vocabulary until he is able to read paint can labels accurately. Once he successfully completes this task, he returns to the regular classroom until another such problem arises. A similar situation might exist for a student's mathematical difficulties. Both the student and the teacher work closely together to determine the relevance of the material presented to the student as well as his personal life goals. There is no structured classroom. All instruction takes place in an area adjacent to and sometimes in the original shop area. The student determines when he enters and leaves the program and may do either whenever he chooses.

The program cooperates with local businesses and industries in the area in locating "shadow placement" sites for students. Shadow placements are modified on-the-job experiences in which the student "shadows" or closely follows a worker who has a job like the student is studying. He observes this person very carefully and as a result, becomes aware of some of the duties, skills, and responsibilities required in such a job.

This enables the student to learn more about the job and helps him to decide whether or not he would like to continue studying it. Also, written materials are often obtained from these firms to use in the classroom.

Evaluation of the program's success is determined by the number of ELEVATE students who actually pass their regular vocational curriculum. Extensive evaluation data are not available since the program has only been in full operation a short time; however, it is encouraging that every one of the disadvantaged students eligible to complete the vocational program did so.

Project ELEVATE is funded through Part B, Vocational Education Act and local funds. The average cost per vocational-education disadvantaged student is approximately $1200, with the major expenditure for the program's teacher and with much smaller expenditures for instructional materials and supplies and facilities. This is an increase of approximately 60% over direct per-student expenditures for regular vocational education students.

School personnel desire to keep the program small in order to adequately serve students on an individualized and small group basis. It is felt that the program would lose its effectiveness if expanded.

Further information about Project ELEVATE is available from Mr. James R. Frazier, the project's instructor, or from Mr. Julian Carter, State Consultant for Trade, Industrial, and Disadvantaged Programs, State Department of Education, State Office Building, Montpelier, Vermont 05602.

Service Occupations
Mr. Luther Tabor, Director
Burlington Vocational Technical Center
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Burlington, Vermont 05401

The Service Occupations program is a vocational program serving disadvantaged students in grades 9-12 in the Burlington Public Schools. Approximately 74 students are currently being served by the program, the majority of which are white males.

Burlington was found to have an unemployment rate at least double that of any other major city in Vermont in January 1973. Surveys and canvassing in the community indicated that the greatest demand for trained and skilled labor in the area existed in the service occupations such as service station attendants, plumbers, masons, custodial and maintenance mechanics, auto body mechanics, electricians, meat cutters, mechanics, and office workers. To answer these needs as expressed by businesses and industries in the area, the following occupational groups were established within the Service Occupations area.

Grade 9	Grade 11
Residential Landscaping Related Academic Classroom Activities	Building Maintenance and Repair
Grade 10	Grade 12
Building Services (Janitorial-Custodial)	Cooperative Work Experience

Prior to entering the 9th grade, students are screened by counselors and teachers to determine suitability for the program. To qualify for enrollment, the student should be classified as disadvantaged and demonstrate an interest in the program. By "disadvantaged" it is meant that the student is either academically or socioeconomically disadvantaged thus preventing the student from succeeding in the regular vocational education program. The majority of students classified as socioeconomically disadvantaged in Burlington are also academically disadvantaged. Students do not necessarily have to fail the eighth grade in order to be accepted into the program; any type of student who appears to try very hard but is still unable to demonstrate noticeable progress is eligible.

Because many of these students enter the program with academic disadvantagements in the basics (reading, language, and math), a remedial program called the "Little Red School House" is made available especially for ninth graders. The setting for the program is a self-contained classroom which doubles as a diagnostic center. After exposure to the remedial program, students have a more secure foundation on which to build more specialized vocational training.

The courses are graduated by degree of difficulty such that each course builds upon skill acquired in previous ones. There is intentionally a great amount of transfer from one year's instruction to the next but the student is in no way bound to follow the prescribed course of events. If students progress faster than the yearly timetable, they may move to another program. Also, if a student needs to repeat all or part of a year, he does so without the usual stigma attached to repeating a grade, since the program is not sharply divided into grade levels.

In addition to classroom instruction, practical laboratory-type experiences are available for students at the school. Employers supervise and train students in their places of business through a program called "Sheltered Co-op." This program prepares the student for the more intensive co-op program to follow and teaches him to gradually function with less and less supervision. Students are paid, whenever possible, through the school's work study program. This provides an added incentive for those students who might otherwise drop out of school to take an unskilled job.

Students are encouraged in an informal way to continue their work activities through the summer. This is particularly important since it is believed that many students make the decision to drop out of school during the summer months; however, if summer activities such as work and training can continue, it might provide a connection with the school that could sustain his motivation to remain enrolled.

Recruitment for the Service Occupations Program takes place mainly through guidance counselor referral. Various techniques are employed to advertise the program such as a program presentation to the eighth graders,

bulletin boards, and so forth. A great deal of recruiting also occurs through friends already enrolled in the program, peer persuasion sometimes being the most effective.

Placement and follow-up data from student statistics speak favorably for the program's efforts. Of those 42 students eligible to complete the program, only 10% dropped out. Such a percentage is not excessive considering the "high risk" group of students involved. A comparison of the grades of students in the Service Occupations Program with those in the regular vocational-technical program was surprising. There were a total of 75% with average grades in the Service Occupations Program as compared to only 38% with average grades in the vocational technical program. These statistics might be an indication that the kinds of instructional techniques used with the disadvantaged population could be of value when used with the regular population. While more extensive placement and follow-up data were not available at the time of this survey, it is anticipated that more extensive assessment will indicate the program's long-term effectiveness in raising students' skill levels, lowering unemployment and raising average salary levels.

Funding for the program is provided by federal, state and local funds. The total direct and indirect average costs per vocational-education disadvantaged student is $1530 for 1974-75 as compared to an average of $950 per regular vocational education student for the same year. The expenditure is an increase of almost 70% above the direct costs for each regular vocational education student. The major expense of the program was in the area of instructional personnel followed by instructional materials and supplies. The number one continuing priority in the program is to provide a sufficient number of instructional personnel to offer as much individualized instruction as possible.

More information about the Service Occupations Program can be obtained by contacting the Director, Mr. Luther Tabor or Mr. Julian Carter, Vermont Consultant for Trade, Industrial and the Disadvantaged, State Department of Education, State Office Building, Montpelier, Vermont 05602.

REGION II

Career Communications
Dr. Geraldine O. Chapey, Assistant Director
Bureau for Speech Improvement
City of New York
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Brooklyn, New York 11201

The stated goal of the Career Communications program in the New York City high schools is to improve oral communications in business and industrial situations for students who will be seeking a job, holding their jobs, and desiring promotion on the job. The implementation varies markedly from school to school. While approximately 3/4 of the city's high schools have some career communication work for students, some schools have fully instituted courses semesterly, while others only build into existing courses concepts or materials deemed relevant.

The opinion of the Bureau of Speech Improvement is that the schools cannot be forced into programs, so the Bureau makes available curriculum guides, lesson plans, and a variety of materials from which the schools might choose in designing their program. This flexibility is necessary to allow for the range of student needs and interests from school to school.

The Career Communications Program, now four years old, originally was financed by federal VEA funds for 2 1/2 years, and now is totally locally funded. The population served by the program is 60% female, 60% black and classified entirely as academically disadvantaged.

The specific goals of the program include the following:

1. To provide the student with those marketable oral communication skills which are necessary for entry employment, for better jobs and a career ladder including: (a) competence in using fluent English in business; (b) using voice and diction acceptable in a business milieu; (c) listening accurately to themselves, as speakers; to others, as listeners
2. To develop attitudes (made manifest by skilled use of speech) which are essential for effective communication in business: (a) Personal: dignity, self-respect, poise as shown by posture, movement, dress, use of words; (b) Interpersonal: sensitivity, courtesy, tact, responsiveness as shown by choice of language, listening habits, voice; (c) Vocational: showing loyalty to the company in general and to a superior in particular; feeling and accepting responsibility for doing a job well; being cooperative with others in meeting the requirements of the job; desiring to master all communication skills that contribute to job competence

3. To develop an awareness of the vital role effective speech, voice and language play in interpersonal relationships in an employment environment
4. To bridge the gap between the school environment and the employment environment providing insight into "expected on-the-job behavior"
5. To develop new insights into the significance of non-verbal communication in the world of work (gestures, mannerisms, facial expressions)
6. To provide practice in acceptable speech patterns for everyday communication in business
7. To learn the language of business.

The course is not intended to train students for any particular job, but rather, to improve his vocational opportunities by removing the handicap of inadequate oral communication skills.

The course of study explores realistic and pertinent situations, role plays and attitudes which every person entering the job market finds himself having to face. The course can be easily adapted and related to one particular trade or industry by creating appropriate settings for the materials that follow; or, if the class is composed of students with a variety of different vocational goals, the materials can be related to several occupational areas.

The objectives for the course are behavioral objectives: the course is designed to be an oral communications performance class. Using models, audio-visual materials, detailed instructions and discussions, the student should apply, evaluate and improve his oral communication skills. The specific areas of instruction include Oral Communication Skills, Skills for Finding a Job, and Skills On the Job.

Teachers in the program are provided with in-service training to help, not only in implementing the program, but also to plan for change. The target population, students going into the job market, are juniors. Classes are limited to fifteen, with a format allowing the students to work one week in school, one week at work. The teachers are given the curriculum guide, "The World of Work" cassette tapes, and films to help the class.

Evaluation done primarily through student questionnaires indicate both the validity and the success of the program. A more substantial evaluation, with students who are working, is now being undertaken. Preliminary reports suggest that in addition to increased student satisfaction, students are recording gain scores in excess of 20% on the Loban Scale of Linguistic Competence.

Additionally, the program's success is considered in terms of program growth (both students participating and students who sign up).

The teachers assigned to the program have English and Speech backgrounds. Originally there were nine teachers and 75 students. Presently, due to program diversity, it is difficult to assess the exact student and teacher enrollment, but with approximately 60 schools and over 12,000 students involved, the growth is evident. Teachers are expected to have some speech-communication background, but, as there is autonomy at the building level, background varies. Thus, the way student interests, needs, or expectations are met differs from school to school.

Recruitment focuses on elective choice by the student and on referral by a teacher. Further, widespread publicity such as articles in local newspapers and Board of Education publications assist in attracting students and in enlisting community support. Additionally, an Advisory Committee, the Public Education Association, and parent workshops have served to bring notice and support to the program.

The program is funded locally. The approximate additional average cost per disadvantaged vocational education student is $100. The major areas of expenditure are for Program Support Services and for Instructional Personnel.

For additional information, please contact Dr. Geraldine Chapey, or Mr. Dale M. Post, Director, Division of Occupational Education Supervision, State Education Department, Albany, New York 12224.

Satellite Academy for Career Education
Mr. Howard Friedman
New York City Board of Education
110 Livingston Street
Brooklyn, New York 11201 or
Mr. Marc Barsin, Director
132 Nassau Street
New York, New York 10038

In 1971-73 the Satellite Academy for Career Education began operation of its four separate facilities, two in New York City and one each in Jamaica and Bronx. The goal of the program is to aid students in determining the direction of their lives by providing an alternative to traditional education. There are presently 1165 students served by the program, 565 of whom are described as lower socioeconomic class students who have been prevented from succeeding in traditional education. These are essentially disadvantaged students (40% Black, 55% Spanish American, and 5% white) who have failed to succeed in the regular school because of academic and/or socioeconomic disadvantagements.

Students interested in participating in the Satellite program are screened and if selected, begin in the Entry Academy designed especially for beginning students most of which are 9th graders. Here, students receive extensive instruction in basic skills and work toward personal growth and decision-making. During the first few weeks, students establish relationships with teachers and counselors and explore career possibilities through field trips and other activities. At the end of this period, students, together with staff, determine schedules and develop short-term "learning contracts". These "contracts" specify the level of achievement to be reached by the student over a particular period of time. Students take basic academic courses such as reading and math as well as career preparation courses such as typing, shorthand, business machines, bookkeeping, and electives. Those who have attained an appropriate skill level may also participate in workshops outside the school setting in order to put these newly acquired skills into practice.

Equally important in the beginning phase is the student's personal development. Classes in "freedom and responsibility" are organized around game, role-playing, and group interaction concepts. Through participation in structured activities, students learn problem-solving and goal-setting skills.

A career preparation phase is also a part of the introductory component. Students eventually choose from health careers, business careers, teaching and social work careers, and experiential programs. Also taught are appropriate work behaviors and attitudes. The experiential phase is a work experience program made available to the student through flexible scheduling. Students may be involved in workshops, day care, teaching assistant activities, courtroom study, hospital volunteer work, city government, typing, printing, plumbing, library assistant, music, photography, film-making, community action, etc. Again, the students' learning experiences are designed around the contract concept with the "employer" acting as supervisor. Those who elect to do so may enter the "work cycle" program. Here the student works and attends school in alternating 10-week cycles. This provides for intensive, sometimes paid, work experiences while the student maintains formal training ties with the school.

Once students have fulfilled their contracts, they may progress to one of the other 3 Satellite programs. The Nassau Street Academy in New York City is primarily a business-oriented facility located in lower Manhattan in parts of the third and fourth floor of an office building. New students, mostly 10th and 11th graders, apply for admission, are screened by other students and teachers and are admitted based on motivation and willingness to participate in the program. Most students have poor previous school histories both academically and behaviorally. The administrative staff are primarily concerned with problems of placement since curriculum decisons are a joint staff-student-teacher venture. Particularly unique is the fact that rules of behavior are instituted and enforced by students. School staff feel that this practice teaches valuable lessons in independence, decision-making, and responsibility. The typical program

for a student at the Nassau Academy would look something like this:

Sample Student Program

- Application for admission
- Screening
- Testing, for academic placement
- 10 week cycle to prepare for job; when he and counselor feel he is ready to work
- Cycles repeat until the student has sufficient credits to graduate

Functionality and flexibility are the key words useful for describing the overall course content. All concepts are taught within a work-life context. The so-called content subjects were incorporated into the curriculum, but emphasis is on communication skills. The goals of the program must be relevant, student-centered and practical.

Like the Nassau Academy, the Jamaica Academy in Jamaica, N.Y. is business oriented but an added dimension of student involvement increases student participation in the academy's activites. A governing board of 12 students and 3 staff members actually run the program and make administrative decisions concerning the Academy's operations.

The Bronx Academy in Bronx, N.Y. offers a core curriculum of health career training rather than business. Students here are trained to become dental assistants, medical assistants, pharmaceutical aides, health family workers, medical secretaries, etc. Many who graduate from this program as well as the Nassau programs continue in college or some other institution of higher learning. Many of course also accept jobs immediately upon graduation since their training at the academy has adequately prepared them for entry-level employment.

The Satellite program, aside from its broad scope and ability to serve a large population has other features unique to other schools in the area: motivation and responsibility training, small advisor-student ratio,

student learning contracts and individualized instruction, 10-week work/study cycle, health and sexuality course, student goal-setting, an administrative structure consisting of a management team, student involvement, work experience, the opportunity to take various electives, and a life-planning packet sequence to aid students in determining and working toward life goals.

Recruitment for the Academy occurs mainly through word of mouth and referrals from schools and community agencies rather than through an active recruitment campaign on the part of school staff. News of the program has become widespread judging from the 300-person waiting list.

Community support and involvement is quite enthusiastic largely as a result of staff efforts. The following companies have been helpful in providing work placement sites for Academy students: Chase Manhattan Bank, Alexander's, Brown Brothers, Community Sponsors, Equitable Life Insurance Society of the U.S., Goldman Sacks Co., Hallmark Cards, Inc., Insurance Company of North America, Macy's, Manufacturers' Hanover Trust, Marine Midland, Martin Luther King Health Center, Reynolds Securities, Solomon Brothers and United States Trust. From the length of the impressive list of community supporters, it is obvious that the Academy has managed to "sell" itself tc the community by operating a quality program and turning out quality students.

The Academy is holding the interest of its students as judged by the 9% dropout rate and the 100% program completion rates, figures somewhat unexpected for such a high-risk group as that enrolled. An independent evaluation by the Horace Mann-Lincoln Institute of Columbia University also reported a high degree of student satisfaction from the program. Students most frequently mentioned the opportunity to work and get paid for it while attending school and teachers as the most positive aspects of the program. The fact that the majority of students who complete the program either join the work force or continue their education is an indication that the training programs and efforts of the Job Developer have been successful.

Satellite Academy is entirely funded by the City since the federal allocations terminated at the end of the 1973-74 school year, The greatest expenditure for the program is for instructional personnel (42% of the budget) with support services second (16% of the budget). These expenditures are supportive of the program's emphasis on quality instruction, counseling and tutoring. The average annual per pupil expenditure for voc-ed disadvantaged students was reported to be $1520 for 1974-75.

For more information about Satellite Academy, Mr. Marc Barsin, Director, can be contacted at 132 Nassau Street, New York, New York 10038.

Career Center
Mr. Bertram F. Wallace
Director of Occupational Education
317 South Broadway
Yonkers, New York 10705

The Career Center is an educational facility designed to serve special groups such as general secondary students, disadvantaged secondary students and adults, and handicapped secondary students. Many of these students have either dropped out of school or are presently in school and failing because of academic deficiencies, low socioeconomic status, linguistic problems, or personal and family problems. Some of these students are also enrolled in a Yonkers public school but wish to explore different career alternatives.

Programs presently offered are hand and machine sewing, licensed practical nursing, office skills, appliance servicing and repair, building mechanics, commercial art, nursing assistants, office services, offset printing, ornamental horticulture and commercial photography. Hand and machine sewing, licensed practical nursing, and office skills are programs designed especially to serve disadvantaged adults and out-of-school youth. Many of these students include mothers with dependent children who need more specialized skill training in order to secure employment, minority group members in need of specialized training, and individuals referred by the Department of Social Services and other social service organizations.

The appliance servicing and repair program, office services, offset printing, and ornamental horticulture are designed especially to serve the handicapped secondary students. Building mechanics, commercial art, nursing assistant, and commercial photography are programs designed to serve disadvantaged secondary students. The Career Center is the only one of its kind in Yonkers diversified enough to serve the three populations mentioned. Approximately 207 of the total population of students are categorized as disadvantaged. Of this 207, 144 are male. Approximately 60% of the population are white, but Blacks, Spanish Americans and Puerto Ricans together comprise a sizable percentage.

The programs offered by the Center are useful in that they provide practical information as well as skill training that can be useful in securing a job. For example, the hand and machine sewing class has enabled the student to make clothing for the family much cheaper than the same type of clothing could be purchased in the store. Even a program like the LPN program is applicable to both the home and the work situation in that safety principles, accident prevention, and coping techniques for emergency situations are taught. In addition, the course prepares the student for the State Board examination for licensure in the field of practical nursing. The course preparation also includes clinical experience in two neighboring hospitals and an extended care facility.

All the students enrolled in the appliance servicing and repair program are required to bring small appliances from their home to be repaired in class. As a consequence, students gain confidence in their ability to repair equipment and continue to make household repairs, thus saving time and money. Many of the two-year students were also enrolled in the Yonkers cooperative work program. In conjunction with the program, many students repaired heavy equipment in institutions and community centers.

The building mechanics program is another of the two-year programs with a cooperative work experience occurring in the second year. During the first year, students learn hand and machine tool operations that are necessary in trades such as carpentry, electrical wiring, welding, metal fabrication, and plumbing. In the second year, students learn more specialized skills such as the repair and installation of electric motors and basic cabinet making.

The commercial arts program, also two years in length, accepts students with special artistic talents but who for one reason or another have done poorly in the traditional academic school setting. The first year is involved in classroom theory and laboratory work while the second year is an extension of the first in addition to a cooperative work experience. Some of the students involved in the program have been able to obtain work as

free-lance show card writers, paste-up artists, and wall mural painters. Also many of the students have been able to sell their personal art projects.

The nursing assistant program proved to be a stepping stone for many to the LPN program. In addition to the classroom instruction, students also received practical experiences in hospital settings. Most of the students involved in the program have either applied to LPN programs in nearby schools or other health care related programs. Those who have chosen not to continue their education have applied or have been accepted for employment in nursing homes and hospitals. The program is also of practical value in that the participants have learned to become better homemakers and mothers.

Students in the office services program put their skills into practice by working in the administrative and counseling offices as well as doing personal typing. One added feature of the program is the individualized, self-paced format which is particularly valuable for the handicapped population for which it was designed to serve.

Students in the offset printing services program are exposed to all phases of in-plant reproduction. To apply classroom theory, the students print material for the Center administration personnel and for other schools and community agencies. These students, in cooperation with commercial art and commercial photography students, prepare a school newspaper and a yearbook. Because of these practical experiences, many students are able to gain suitable employment.

Students enrolled in the ornamental horticulture program acquire skills in floral design, greenhouse operation, and landscaping that are useful in their home environments as well as in a work setting. To gain practical experience, the students are growing pot plants, arranging center pieces for families, and constructing home terrariums. Other students are putting their classroom skills into practice by working in

a cooperative work program, in floral shops, and in nurseries. One of the most practical aspects of the program is that it teaches cultivation of home gardens, a considerable savings in this time of rising food costs.

The Yonkers program is quite unusual in that it is one of the few programs able to offer so many diversified programs for the disadvantaged and handicapped populations. In addition to the obvious effect of decreasing the unemployment rate, the program also teaches practical and useful kinds of skills that the student may put into practice in his own personal situation. The program emphasizes application of principles in a laboratory or work situation, a practice which many prospective employers find attractive.

In order to make the public aware of the Center and therefore encourage recruitment of students, the Center encourages visitation. School personnel visit local PTA's and make slide presentations, and serve as guest speakers for schools and social service agencies. School officials also maintain contact with counselors in the area and frequently send out fliers and brochures advertising the program. Newspaper and television coverage help to reach those people who otherwise would not be aware of the program.

Support from the community has been obtained through the use of advisory committees and consultant committees composed of community members. Further, an open house is held annually for the benefit of community members who visit and inquire about the program. The school performs public service projects in the community. These practices seem to be effective both in helping to secure cooperative work experiences for students in community agencies and industries and also for securing jobs for students upon graduation.

The success of the enrollees of the program speaks well for its effectiveness. In school year 1974-75, all those students eligible completed their respective programs. Even more encouraging is the fact that the program has a 100% placement rate for program completers for 1974-75. Even those students who did not formally graduate remained in the program long enough to acquire job skills to find and hold a job. These persons

are, therefore, counted as program completers instead of dropouts.

The Yonkers Public School System provides financial support for the program for the following expenditures: salaries for supervisors, instructors, guidance counselors and substitutes, equipment, supplies, operation and maintenance of plant, employee benefits, data processing, and insurance and school lunches. The total cost the program is approximately $200,000, with the building mechanics program being the most expensive to operate at $45,800. The annual cost per disadvantaged student was estimated to be the same as the annual cost for the vocational education regular student, $2,450. Major priority expenditures for the program are in the areas of instructional personnel, administration and supervision, facilities, support services, and instructional materials and supplies, respectively.

For further information about the Career Center, the reader should contact Mr. Bertram F. Wallace, Director of Occupational Education, or Mr. Dale M. Post, Director, Division of Occupational Education Supervision, State Education Department, Albany, New York 12224.

Career/Occupational Education Program
Mr. George Gamvas, Director of Occupational Education
Lakewood Public Schools
100 Linden Street
Lakewood, New Jersey 08701

The Career/Occupational Education Program is designed to afford disadvantaged students the opportunity to acquire work skills while completing the basic academic requirements for graduation. There are presently 283 students being served, all of which are classified as academically, socioeconomically, or economically disadvantaged. The program's philosophy is that traditional education is inadequate since it has focused almost completely on the small percentage of students who intend to go to college and too often tends to ignore the vast majority of students who will leave high school and enter the job market. The aim of the program is to revise the priorities of the traditional school and offer students, especially the disadvantaged since they are the least likely of any of the students to continue onto college, an opportunity to discover their needs, interests, and strengths in the area of occupational education. Program personnel feel that training for a job is equally as noble and respectable as training for a college education and that it is important that students realize this.

Career orientation actually begins at the kindergarten level but skill training does not begin until the seventh grade. At this level, a Work Experience Career Orientation Program is offered for 14-15 year old disadvantaged, handicapped, and "school alienated" students. Students work on part-time jobs for a maximum of four hours per day with the remainder of the day devoted to related classroom instruction.

An Employment Orientation Program (E.O.) enables students in grades 8-10 to develop positive attitudes toward work and acquire skill training in the following six areas:

- Building Trades: grades 8-10, includes carpentry, plumbing, masonry, and electricity
- Graphics: grades 8-10, offers laboratory experiences in language, literature, science, and math. The student is also taught to appreciate the role of graphics in today's society

- Horticulture: grade 8, teaches all areas of soil and plant cultivation, landscaping, and sales and maintenance
- Food Services: grades 9-10, covers food handling, service, ordering, and inventory
- Child Care: grades 9-10, provides instruction in nursing and child care, care of the aged, and patient rehabilitation
- Mechanical Technology: grades 9-10, encompasses automotive servicing and repair, small engine and appliance repair.

The Cooperative Home Economics Program (CHE) allows students in grades 9-12 to take a part-time job (up to four hours per day) in food services or related occupations while attending school. Through this program, the student acquires a type of experience in the home economics area that is attractive to prospective employers. Cooperative Education programs are also available in industrial education (grades 9-12), distributive education (grades 10-12), and office education (grades 11-12). In all the cooperative programs, job supervision is provided; further, classroom instruction and work experiences are coordinated to gain the maximum worth from each.

Other services available to students of the programs include job placement for grades 9-12, a computer terminal, and a career information center. Job placement activities are designed to ease the transition from school to work. Career fairs, conferences and programs with business and industry, and interviews with prospective employers are arranged to assist the student in getting a job. The computer terminal serves as a clearinghouse for resource information, student biographical data, and occupational data; the Career Information Center serves as a clearinghouse for materials on careers. In addition to these services, a Summer Work Study Program serves students who wish to gain additional work experience while earning money during six weeks of the summer months.

The program strives to offer as much practical "hands-on" experience as possible for enrollees of the program since most have failed to learn through the traditional classroom-lecture method. The practical experience is also an attractive asset for those students seeking employment.

Test scores and staff recommendations are the principal recruitment methods for the program. Teachers or parents indicate to counselors or student personnel staff those students who are having difficulty in the regular classroom and are in need of special services. The student is contacted about the program and offered the opportunity to enroll. Biweekly newspaper releases about the program also help to publicize the program and enlist enrollees.

Community support for the program is enlisted through the use of community-member advisory committees, slide presentations, brochures, and discussion sessions with community groups. There is also a sizable amount of contact with employers and service clubs.

The 274 program completions and nine dropouts are indicative of the program's skill in teaching and holding the disadvantaged population. Of these 274, 233 or 85% were placed either in jobs or in continuing education programs. Follow-up data were also supportive of the program's efforts with 219 students or 80% found to be continuing in employment or educational programs.

Financial support for the program is provided through Part B of the Vocational Education Act, supplemented with local funds. The average annual cost per disadvantaged student is estimated to be about $1775. The major expenditure for the program is instructional personnel because of the wide variety of occupational course offerings.

For further information, the reader should contact Mr. George Gamvas, Director of Occupational Education, or Mr. Paul Mozenter, Director, Vocational Education for Disadvantaged, Division of Vocational Education, 225 West State Street, Trenton, New Jersey 08625.

A Plan for the Training and/or Retraining for Disadvantaged Out-of-School Youth and Adults in Puerto Rico

Dr. Rafael C. Arbelo Atiles, Director
Business Education Program
Department of Education
Program for Vocational, Technical and Highly Skilled Education
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The Puerto Rican program is a relatively large vocational education program designed to serve secondary and post-secondary youths and adults. The program presently serves approximately 19,000 students, 900 of which are classified as disadvantaged. The major categories of disadvantagement are academic and socioeconomic deficiencies that prevent success in regular vocational education programs.

The following programs are currently offered within the larger program: vocational industrial education, business education, home economics, vocational agricultural and distribution and marketing. This description will focus on the business education program, one of the more successful programs serving vocational-education disadvantaged students.

The two programs currently offered within the business education cluster are the business and office education program, a one-year program, and the court reporter program, a two-year program. The business and office education program is a large program serving approximately 25 school districts. The program is designed to serve both regular and disadvantaged students. It is hoped that the student will achieve an appropriate skill level to enter the work force and be motivated to continue in the vocational education program until the time of his graduation.

The program offers courses in typing, office procedures, human relations, personality development, Business English, and Business Spanish. Upon completion of the course, students receive a certificate as a clerk

typist or as a general office clerk depending upon the number of hours of training they have accumulated. The program is also offered in an abbreviated form to inmates incarcerated in penal and correctional institutions who are near the date of their release.

The court reporter program is a smaller two-year program currently operating in one school district. The goal of the program is to train vocational education disadvantaged students who have dropped out of school to perform jobs such as court recorders, legal secretaries, or executive secretaries in community enterprises. Students take courses in Business Spanish, Business English, and machine shorthand. The second year is devoted to advanced machine shorthand courses and cooperative work experiences. Students are supervised in an on-the-job setting by a teacher coordinator and the employer. The program is predicated on the assumption that the experience gained on the job will assist in bridging the gap between school and future employment.

There are two additional programs in business education proposed for the 1975-76 school year. One program is an office clerk-typist and office clerk program which will result in the certification of those who complete the program. The second program is an abbreviated business education course for penitentiaries, correctional institutions, and special needs centers.

One impetus for the program is the need to decrease the high unemployment rate in Puerto Rico. Also, additional impetus is the need to equip students for jobs that are commensurate with their ability levels. Many disadvantaged students are forced to take jobs that are routine and unchallenging; developers believe that one result of this situation is a condition of poor job satisfaction and a low self-image. If the program provides alternatives to this situation, it will have accomplished its objectives.

Several other conditions have also prompted the development of this program. Program developers believe that the traditional school, with its high

concentration of academic courses, is not meeting the needs of the majority of the enrolled students. Statistical studies by the Department of Education indicate that approximately 63 out of every 100 individuals entering the first grade will not complete high school. Of those that do finish, only about 15% will enter college. The assumption is that the traditional school is suffering a serious case of misplaced priorities in gearing its curriculum to that 15% who plan to continue their education beyond high school. The vocational education courses previously described are much more appropriate for the needs of the general student population.

Media coverage through newspapers, radio, and television publicizes the program and creates student interest. Youth and adults who express a desire to enroll in the program complete information forms which are reviewed by the teachers and local administrators. Using these forms, a target population is selected for interviews which are conducted by teachers, counselors, and social workers to determine each prospective enrollee's suitability for the program.

Community involvement in the program is enlisted and maintained through the use of community people as members of advisory committees. These committee members include representatives from local business and industrial firms who offer feedback and suggestions to aid in improving student vocational training. The cooperative work experiences also provide contact with employers in the community who offer input into the program through their supervision and evaluation of student progress. Industrial coordinators are appointed in regional or local school districts to canvas the community and designate possible cooperative work experience or employment sites for students.

Much of the evaluation data were not available but program completion percentages are favorable at better than 60%. A more intensive evaluation is planned in the near future based on diagnostic test results, general ability tests to measure student progress, and improvement scores in language arts and math, and attitude. Follow-up studies are planned which will be based on achievement test scores, attitudes of employers toward

program graduates, changes in students' behavior, and average salaries earned by graduates. Information gained from these areas should be quite beneficial in helping to assess the program's overall effectiveness.

Federal funds support the program's operation. The average additional cost per vocational-education disadvantaged student for the year 1974-75 was approximately $125. Total cost of the program for both regular and vocational education students is approximately $2.5 million. The major expenditures are in the area of instructional personnel. In addition to those monies provided at the state/federal levels, the local school districts provide for support services, instructional related needs, staff development, community public relations, and facilities.

For further information about the program, the Director of the Business Education Program, Mr. Rafael C. Arbelo Atiles, or Mrs. Mercedes Modesto de Barros, Coordinator, Special Needs, Department of Education, Box 759, Hato Rey, Puerto Rico 00919, should be contacted.

REGION III

Project 70,001
Dr. Ken Smith
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Dover, Delaware 19901

Project 70,001 is a unique program of employment, training and motivation for young people 16-22 who are for whatever reason out of school or who do not benefit from a regular program of instruction. Conceived, sponsored, and initiated by the Distributive Education Clubs of America (DECA), a 160,000 member national vocational student organization which trains leaders in the fields of marketing, management and distribution, Project 70,001 was developed to reach those young people who never had the opportunity to participate in a vocational program because they dropped out of school.

Unique features of the program include:

- Sponsorship and management of the project by a national vocational student organization (DECA)
- Creation of local support among government, business, and education to fund and successfully implement each new program (revenue sharing at work)
- Use of the structured program of competitive, vocationally oriented youth activities to stimulate individual motivation, self-confidence and skill training for out-of-school youth
- Support of 50 major retailers who encourage their local outlets to hire 70,001 enrollees, including the waiving of standard hiring requirements
- Use of CETA funds by educational institutions to operate manpower training programs in the private enterprise area under a coordinated national approach and organization but yet adapted to local conditions
- Use of current and professional athletes as enrollee counselors, job developers and full-time staff.

Project 70,001 enrollees generally have one or more of the following characteristics:

- Have left school before completing 12 grades
- Are unemployed
- Are unable to obtain regular employment.

In addition, the program is directed to those young people who have had problems related to their economic level, educational achievement, attitude, and those with a police record of minor offenses.

A typical day in the life of 70,001 student consists of eight hours of employment, including some on-the-job training by his coordinator. Late in the afternoon he arrives at the 70,001 headquarters for instructions in math, communication skills or other instruction. Personal counseling regarding his current employment, aptitude, skills and attitude situation follow. A DECA chapter meeting usually concludes the day.

The 70,001 Program was established in 1969-70 in Prices Corner Shopping Center, Wilmington, Delaware by DECA and the Delaware Department of Public Instruction. By 1974, the program had been established in 13 cities throughout the country. Cities as large as New York, as small as Dover, Delaware, as far west as Kansas City, as far south as Montgomery, Alabama and as far north as Hartford, Connecticut have instituted programs. Eleven new programs were projected for 1975-76 primarily in cities in the midwest.

If a local agency (manpower training, juvenile delinquency, corrections or prevention, truance, welfare, etc.) selects Project 70,001 to service the needs of its constituency, the 70,001 National Task Force will, under performance contract, provide the following materials and services:

- Recruitment, selection and training of the local project director and teaching staff
- Assistance in identifying and selecting individuals to be served by the program
- Provide packaged, individualized instruction in vocationally related youth activities programs, as well as a suggested program of vocationally related instruction
- Assistance in selection and establishment of an acceptable facility to house the program
- Maintain liaison with national offices of employers in behalf of local job development activities
- Arrangement for local coordinator/employer contacts and assist in initial job placement
- Assist in establishing necessary ties to the educational and human resources agencies in the area

- Initiate publicity and public relations activities to enlist the aid and support of appropriate community groups
- Establish a periodic systematic evaluation of the program for the sponsor
- Provide periodic regional institutes for training and retraining of project coordinators and
- Provide on-site assistance as necessary.

The program's placement record is good. From 1969 through 1972, 71% of those program completers who were placed were retained on the job for a year or longer.

Project 70,001 is eligible for funding by any government or private agency which seeks to provide employment and training for client groups in the 16-22 age bracket.

The model program, funded initially by the Thom McAn Company, was so successful that the city of Wilmington, in cooperation with the State Department of Public Instruction, is now operating the program. Moreover, in 1973, the Office of Economic Opportunity carefully evaluated 70,001 and on the basis of the evaluation, awarded DECA a grant of $250,000 to support national expansion of the program. Based on the success of the first year an additional $138,000 was awarded in 1975 for future expansion.

The average cost over four years has been $1,000 per enrollee each year with a ratio of no more than two coordinators for every 50 enrollees. Further, an independent study of the Kansas City program demonstrates the cost/benefit of 70,001 to be a ratio of 3:1. Before the end of the second year after graduation from the program, the enrollee has paid back, through taxes and foregone welfare payments, the original investment in the program. A ten-year projection of a control group of 50 enrollees shows a return of $1.5 million over that period on an investment of $54,000 on fifty enrollees.

Dr. Ken Smith, National Director, Post Office Box 897, Dover, Delaware 19901 or Mr. John C. Wilson, State Supervisor for Special Programs, Department of Public Instruction, Dover, Delaware 19901 should be contacted for further information.

Project Select Employment Trainee
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Project Coordinator
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The city of Pittsburgh, a metropolitan area of 520,000 people offers comprehensive programs for vocational-education disadvantaged students in many training areas.

According to the program director, 27,000 high school juniors and seniors were enrolled in vocational-education programs during the 1974-75 school year. Of these 2,700 students, 750 were identified as disadvantaged. Approximately 60% of these students are black females. Additionally, the population is primarily classified as academically and/or socio-economically disadvantaged.

In Pittsburgh, the Division of Occupational, Vocational and Technical Education provides direct teaching service, innovative curriculum development, work experience program for youth, and training and re-training programs for adults. A number of programs are available within the Pittsburgh framework.

Guide Opportunities for Life Decisions (G.O.L.D.)

This program recognizes the need to provide economically disadvantaged youth with career related work experiences. Therefore, the National Alliance of Businessmen and the Pittsburgh Board of Public Education initiated an employment program of part-time work during the school year.

Objectives of the G.O.L.D. program are:

1. To help economically disadvantaged students develop and refine their career goals through exploratory private-sector work experiences while attending school
2. To coordinate educational programs with preparation for the world of work
3. To motivate students to remain in school by providing both high school credit and wages for work performed
4. To forge new communication links between local business and education.

Pi tsburgh Public School personnel identify economically disadvantaged inner-city seniors during skill training. After accepting these students into the program, intensive pre-work preparation is provided to support the student in assuming the role of a business/industrial trainee and counseling is provided to assist the student in developing work attitudes.

The regional Alliance of Businessmen has assumed responsibility for presenting the program concepts and procedures to Pittsburgh business concerns and with the cooperation of participating companies identify exploratory positions for students in those companies with training potential.

Participating companies are requested to provide on-the-job counseling and meaningful exploratory positions for seniors in skill training courses. Positions may be white or blue collar. Line supervisors attend required orientations about program concepts and particularly about the general needs of economically disadvantaged youth. Companies are required to provide Workmen's Compensation as well, although no other company benefits are required. Final selection of specific students for employment rests with the participating company.

Students may work 10, 15 or 20 hours a week in their assigned positions. School schedule adjustments are arranged by program staff. Upon graduation, it is hoped that participating companies will give consideration to full-time employment of their trainees.

School to Industry

While not designed specifically for disadvantaged students, this program is available to these students.

School to Industry seeks to lend employment assistance to all graduating seniors not planning on post high school education. All Pittsburg secondary schools are involved in this program which has three primary components: Student Pre-work Preparation, Job Placement, and Supportive Follow-up.

Employers are asked to supply an interviewer all day for one day. In addition, smaller companies having only one or two positions to fill are encouraged to prepare job descriptions or call in job requirements. Finally,

line supervisors are made aware that these "employees" are recent high school graduates, prepared to work, yet in need of firm/warm supervision to assist them toward full vocational development.

A Work Study Program

This program is a vocational education experience for needy students who now attend or are about to begin a vocational curriculum in school. These students attend skill/competency-based programs for four hours on Saturday for which they are paid the minimum hourly wage.

In these sessions, students are provided with an opportunity to participate in a work/learning situation that includes pre-employment preparation. The student, after being employed, continues to receive supportive counseling and supervision by a Work Study Coordinator.

The student's school schedule is arranged to allow him to be employed part-time daily and full-time on Saturdays and vacation days. Students attain vocational preparedness at various times in the program. When the student is employed, his school schedule is arranged to provide the required time on the job.

Curriculum Implementation and Expansion of the Health Occupations

The purpose of this program is to reorganize and restructure the health careers curricula now being offered in the Pittsburgh schools into an organized Health Occupations Education Curriculum.

The objective for 1973 was to develop a modular program of expanded health education basic to skill/competency-based programs. This was accomplished through:

- Development of career exploratory courses for ninth and tenth graders
- Review and evaluation of the present skill-centered curricula and forward revisions which will prepare students for a variety of entry level jobs in the health industry.

On-going objectives for the program include:

1. Specific planning for the September 1974 implementation in terms of curriculum, facilities, equipment, personnel and student selection for an eleventh grade Health Occupations Assistant skill-centered program

2. Developing liaison with hospitals and medical professionals in order to provide clinical and work experiences for students as well as post graduation employment opportunities.

Technical Mathematics Instruction Salaries Program (4R)

Technical Mathematics is planned to meet the needs of educationally disadvantaged, skill-oriented vocational students who require mathematics for their specific vocational fields. The staff consists of three mathematics teachers who serve approximately 1,056 students in three high schools.

The program, which operates away from the mainstream of education, provides youth with opportunities other than the basic day school program to explore the world of work and to engage in activities which he receives remuneration for involvement in productive activity. Four hundred disadvantaged students 14 years of age or older will each work a total of eight hours per week at the rate of $1.60 per hour. All high schools are served.

Criteria for recruitment selection into a Pittsburgh vocational education program is comprehensive and can include the entire range of disadvantagements.

The city's placement program is also very comprehensive. Primary responsibility for all student placement rests with twelve centrally-based coordinators, who are Distributive Education teachers. Further assistance is provided by 22 placement specialists trained specifically to provide jobs for student populations. Familiarity with placement personnel in business and industry is also useful.

The Pittsburgh Board of Education recognizes student placement as a logical component of the educational process. Employment is viewed as an integral component of education process because it assists students in becoming participating and productive members of our society and economy.

In 1975, 350 vocational-education disadvantaged students completed programs. The majority of these students were placed. Further, a follow-up of approximately half of these students indicated that the majority were either still working or involved in additional training.

Pittsburgh's Division of Occupational Vocational and Technical Education which serves the city's vocational education disadvantaged is funded through a combination of programs supported by the regular budget, state reimbursements, direct federal aid, foundation grants and local industry participation amounting to a total of just under three million dollars. Further, it is estimated that approximately $300 per vocational disadvantaged student is spent in addition to the basic cost for all students.

Support services and instructional materials are considered to be the program's most important components and receive heavy emphasis in funding.

Mr. Fred A. Monaco, Project Coordinator, or Mr. Wayne Grubb, Consultant, Disadvantaged and Handicapped, Box 911, Harrisburg, Pennsylvania 17126, should be contacted for additional information.

Operation Salvage
Theodore M. Sheckart, Contact Person
York County Vocational-Technical School
2179 S. Queen Street
York, Pennsylvania 17402

The York County Vocational-Technical School's Program for the disadvantaged high school students which began in 1970 attempts to stress individual sensitivity and needs through a flexible program. The theme projected throughout this program is that the traditional schools, adhering to strictly middle class norms often do not serve students who are classified as vocational education disadvantaged students.

In response to the special needs of a handicapped and disadvantaged population, the program provides the students with information and experiences which lead to the development of transferrable work skills, academic skills, personal habits, and attitudes necessary for obtaining and retaining employment in the world of work.

The York County School serves 121 vocational education disadvantaged students. The vast majority are academically disadvantaged. Approximately 70% of these enrollees are male and over 90% of the students are white.

York, a city of 50,000, is located in southeastern Pennsylvania, 25 miles south of Harrisburg.

The prime objective of "Operation Salvage" is to reach and teach those individual students whose limited basic skills have prevented them from being accepted and/or succeeding in the vocational-technical school.

Secondly, the students can gain a feeling of their own uniqueness and self-worth, thereby opening new horizons to more ambitious goals for themselves. More importantly, the program abandons the prediction that the disadvantaged students will not achieve success in the educational system. In other words, the program is aware of the individual's positive aspects not merely his potential. The program expects more of the disadvantaged student and usually receives more.

The third objective of "Operation Salvage" emphasizes the concept of starting the instructional procedures where the students are. Implementation

of strategies, based on this premise, has reduced academic failures, personal frustrations, and school withdrawals.

The fourth objective stresses that every student enrolled in the program will have his individual disadvantagements and/or handicaps evaluated in an isolated and personal manner. This technique has made it possible for the student to receive grades commensurate with their ability, and in some cases attain the school's honor roll.

The final objective is to provide the students with realistic vocational instruction as well as a high school diploma. In addition, the students are given the opportunity to participate in the industrial work program and earn while they learn. Whenever possible, the academic phase of the program is related to their vocational shop course.

In general, the program endeavors to adapt the forms of instruction to the specific needs of the individuals. This edification is done in part by the use of role playing, utilization of educational games, mechanical devices, and continually looking for creativity within the individual student. Moreover, the program encourages the students to interact with one another by taking over the duties of the teacher on occasion. Students leading discussions use a variety of visual aids and equipment.

In addition, "Operation Salvage" employs a variety of testing procedures. For example, the staff believes that tests are not causal to learning. Some students become disorganized by the threat of a written test and perform poorly. To overcome these anxieties, students are permitted to take their test in the program coordinator's office on a one-to-one basis using a tape recorder.

More specifically, students attend academic (specialized) classes for two weeks and then spend two weeks in their chosen vocational areas. During the two weeks in the vocational shops the students are not separated or isolated from other students but are grouped together for their academic classes.

Students are assigned two academic (elementary or specially trained) teachers who are responsible for their complete academic program on a rotating basis. The use of two member tracking teams prevents boredom which is too often found in a self-contained classroom.

Students are grouped in academic classes according to ability levels. Whenever the need arises, student schedules can be adjusted for more appropriate placement within the program. Practically all academic materials are planned to revolve around remedial instruction since all those enrolled in the program are deficient in reading fundamentals.

Remedial reading instruction is provided to all students one period every day in groups of approximately 15 students. Materials used within the program range from grade four to grade eight reading level.

Significantly, the program staff contends that low level students have acquired a number of attitudes and fears that mitigate against learning. Further, the staff believes these disadvantaged students do not respond well to being "challenged" because the students are insecure and defensive. But this program employs the idea that low achievers are expected to learn. The total scope of the program projects the image that these students are gifted rather than disadvantaged and/or handicapped.

Students are recruited for the program each year by the program coordinator counselor who visits the 14 county school districts to conduct personal interviews with those students recommended by their home school counselors and principals. During these interviews the total scope of the program is presented to the students.

After all interviews have been conducted, the coordinator-counselor and the Director of Pupil Personnel Services review all applications before final selections are made. Consideration is given to the recommendations made by the local school personnel. Parental permission is required for those students selected for the program.

Community support is maintained by direct contact with a General Advisory Committee.

Thirty-seven of thirty-eight eligible students completed the program in 1975. Eighteen of those students were placed in jobs and their progress followed-up. Placement is aided through the efforts of the school's cooperative work coordinators. With their help, 50-60% of the seniors are employed prior to graduation.

Evaluation of the program attests to the program's success. Eighty-four percent of the students enrolled in 1970, the first year of the program, completed all requirements for graduation. Of those who withdrew from the program, all were experiencing success except for one student who was uncontrollable in class: 9% left school to work full-time, 3% were married, 1% enrolled in the service, 1% transferred to their home high school and 1% were asked to withdraw.

Vocational success in the program is validated by the following facts: 70% of those students who enrolled in the program were placed in the industrial work program prior to graduation. Thirty-eight percent of those students received either A's or B's, 53% received a C average, 8% received D's and 1% failed their shop program.

The attendance figures for the first three years is encouraging. The average number of days absent per student was 11 days. Seventy-one percent of the students have exhibited good attendance habits. The most notable change involved senior students. Senior attendance figures improved 35% over the previous year. Twenty-three percent have fair attendance and 6% need to improve their patterns.

Funding is through federal, state, and local funds. Significantly, the cost per disadvantaged student in 1975 was $1,476. Over half the funds allotted to the program are spent on instructional personnel which the program director considers his second most important component. Support services, which is allotted 40% of the total funds is considered the program's most important component.

For further information about the program, please contact Mr. Theodore M. Sheckart or Mr. Wayne Grubb, Consultant, Disadvantaged and Handicapped, Box 911, Harrisburg, Pennsylvania 17126.

Office Services Program
Mrs. Mary M. Barber, Supervisor
Business and Office Education
Virginia Beach City Public Schools
Box 6038 - Annex II
Virginia Beach, Virginia 23456

The Office Services Program is an integrated program serving disadvantaged students from the Virginia Beach City Public Schools. There are 55 students designated as disadvantaged currently served by the program. The majority of these students are described as lacking motivation or initiative to obtain an education or a job skill; further, the major category of disadvantagements are linguistic and cultural deficiencies which have prevented these students from succeeding in regular vocational education programs.

Students selected for the program are those who have completed the ninth grade, as the program is limited to grades 10-12. Prospective enrollees are screened for the program through sub-standard performances in English, social studies, mathematics, and other academic classes.

The major objectives of the program are to train the students in:

1. Proper attitudes necessary to obtain and hold a job
2. Proper skills to obtain and hold a job
3. Skills necessary for success in a regular vocational program.

Once the students are admitted to the program, an individualized training plan is devised for each one to aid in achieving the above objectives. Teachers and counselors in consultation with the student plan a curriculum based on the student's interests, needs, career objectives, strengths, weaknesses, and talents. Courses offered in the program are: Orientation to the Office, Typewriting, Business Behavior, Job of Messenger, Duplicating Machine Operator, File Clerk, Mail Clerk, Shipping and Receiving Clerk, Stock Clerk, Order Clerk, Simulation Exercises. As the student explores these various areas and finds one of particular interest, he concentrates on this in his later skill training.

In addition to the regular course offerings, a cooperative education program also provides meaningful on-the-job experience, important in securing a job upon graduation. A training plan for each student is devised to make the job as relevant as possible. This training plan consists of a list of all the tasks associated with the job the student will be working. The teacher and the employer together decide who shall teach which tasks.

Through the coordinated efforts of the teacher/supervisor and the employer, classroom activities are devised to merge with the cooperative training aspects of the program. Specifically, an effort is made to use cooperative training to illustrate concepts introduced in the classroom. Even though the employer devotes a sizable amount of time to designing and implementing the training plan, his efforts bring returns through training prospective employees. Further, once the overall training plan is devised for any one student, it can serve as a format for additional programs for subsequent students.

To assess student progress and arrange for instructional modifications, frequent evaluations and progress checks are undertaken by the teachers. Since individualized instructional packages are used for classroom instruction, the student receives frequent feedback regarding his progress. This practice facilitates student and teacher readjustment of training efforts.

Recruitment for the program occurs mainly through the screening of incoming students. However, media coverage helps to advertise the program and create interest. Presently, the enrollment is at its maximum; enrollment calculations are computed based on failures in the regular program, and on dropouts.

In addition to the efforts of community employers in helping to devise training plans for students, community support and involvement is enlisted through the use of a Business Education Advisory Committee made up of teachers and community business and civic persons. The committee provides useful feedback about the curriculum and is an important liaison between the school and the community.

Placement and follow-up data indicate that the program is succeeding in holding its enrollees and placing its graduates in suitable employment. For example, figures show an impressive 100% program completion rate for older disadvantaged students who were eligible to complete the program in 1974-75; additionally, only five dropouts left the entire program during the school year. Of those 14 that completed, all were placed and follow-up studies revealed that 100% were either still employed or undergoing further training. The sizable time investment of employers in student training may account for the fine employment statistics. It is difficult to find an employee superior in know-how to one personally trained by the employer himself.

The program is funded through Part B of the 1968 Vocational Education Act. The average direct cost per disadvantaged vocational education student is approximately $840, almost twice the average direct cost of regular vocational education students. Major expenditures for the program are for instructional materials and supplies and facilities.

For more information about the program, the reader should contact the Supervisor of Business and Office Education, Mrs. Mary M. Barber, or Mrs. Maude P. Goldston, Assistant Supervisor of Vocational Education, State Department of Education, 8th & Broad Streets, Richmond, Virginia 23216.

Miner Training Program
Charles B. Harris
Director of Vocational Education
Logan County Board of Education
Stratton Street
Logan, West Virginia 25601

Logan County, West Virginia, instituted a Miner Training Program for disadvantaged youth after a survey conducted in two West Virginia mining counties revealed that 800 new miners would be needed within the next two years.

Coal mine operators generally hire men with either experience or training but seldom hire men with neither because of the dual expenditures of union wages and training time and costs. Additionally, untrained persons constitute a safety hazard for both employer and employee.

Enrollees in the Miner Training Program must be at least 18 years old since mining is considered a hazardous occupation. Therefore, this project was designed to serve the most advanced secondary and post-secondary youth either with or without a high school diploma.

The project enrolls two groups of 20 men each. The primary objective has been to put 85% to 95% (34-38) of these men to work in coal mines within 30 days after graduation. During the past several years, 90% of the 120 young men enrolled in the program were considered disadvantaged.

The classroom is located in Mt. Gay, West Virginia, in a building formerly occupied by Mt. Gay Grade School. The only equipment used are 20 adult size chairs.

The Programmatic Objective is to secure coal mine employment for 40 young men who are at present unemployable. To accomplish this objective, training in the following topics is provided for students:

1. Satisfactory knowledge of West Virginia mine laws
2. Satisfactory knowledge of first aid and safety procedures
3. Basic operational skills of commonly used mine machines and equipment
4. General knowledge of mining methods and practices

5. Knowledge of air, gases, and mine ventilation
6. Knowledge of explosives
7. Knowledge of basic mine electricity and hydraulics
8. Knowledge of importance of coal and coal industry to the economy.

This program is unique because it is the initial attempt in West Virginia to provide a laboratory set-up in conjunction with a classroom program of studies designed to give disadvantaged youth simulated underground mine training. For example, the mine equipment yard was constructed as a coal mine section and featured the use of five basic pieces of coal mining equipment: shuttle car, coal drill, roof bolter, coal cutter and coal loader.

The cost of this equipment was more than half a million dollars but the program incurs only maintenance costs since the equipment is furnished by a major coal company. In addition, instruction features several underground "field trips" to use this equipment; although extensive underground training is impossible because of mine laws, safety regulations, company policy, union policy and compensation and insurance.

The ten-month training program is divided into five phases:

1. Pre-planning time allotted to this phase is approximately one month. This phase of the program consists of:
   (a) settingup classrooms to be used in the program,
   (b) setting up an equipment yeard of equipment laboratory,
   (c) contracting employment security for lists of disadvantaged wanting coal and mine training,
   (d) adding to these lists from applications for employment filled with various coal companies,
   (e) notifying prospective students through Veterans Administration, coal companies, etc.
   (f) enrolling 20 students for the first section.
2. The first training phase is conducted for 12 weeks in classrooms, on the equipment yard, and on field trips underground.
3. The intermediate phase which lasts six weeks includes:
   (a) placing trainees from the first training phase,
   (b) evaluating the results of the first section,
   (c) getting enrollment procedure in operation for the second training phase,
   (d) holding conferences and interviews with those now working to solve their problems and improve instruction.

4. The second training phase is like the first with modifications to improve the program introduced. Enrollment is 20 new students for 12 weeks.
5. The final phase of approximately five weeks duration includes evaluating the total program, continuing to place and counsel trainees, and writing a final report.

The course involves 30 hours per week and approximately 360 total hours. Approximately 240 hours are spent in the classroom, the other 120 hours in the equipment yard.

Participants in the program include 40 trainees, three staff members, an advisory committee and a director. The five-person advisory committee contains a representative from various organizations. Two coal company executives, one representative from the county employment security office, the Guidance Director of the Logan County Schools, and a representative from the United Mine Workers make up the advisory committee.

During 1973-74, 43 students were enrolled in the training program; thirty-nine of the students (or 91%) graduated. Three months after the program was completed, 38 of the students (88%) were employed in mines. The other student was working in a non-related job.

By spring 1975, a total of 16 sections of the program have been conducted, expending combinations of Disadvantaged, Manpower Developing Training Act, and Comprehensive Employment Training Act funds.

Mr. Charles B. Harris or Mr. Lewis H. Loudermilk, Assistant Director, Secondary & Special Programs, Capitol Office Building #6, Room B221, Charleston, West Virginia 25305, should be contacted for additional information.

REGION IV

Ms. Cynthia Clear, Coordinator
Individualized Manpower Training Systems
Blanche Ely Community Career Complex
801 N.W. 10 Street
Pompano Beach, Florida 33311

The Individualized Manpower Training Systems is an open entry-open exit program designed especially for the disadvantaged student population of Blanche Ely Community Career Complex. The program offers pre-vocational and remedial academic training for disadvantaged and handicapped youth and adults. The program is relatively new, having only been in operation for a year, yet it presently serves 600 students, 80-90% of which are minority students. A summer program is also offered in June-August to serve those who either cannot attend during the regular year or need remedial work to prepare them for the regular session.

The program objective is to provide students and adults who have been classified as potential failing students with a learning environment in which they can succeed. The emphasis in the program is on pre-vocational and exploratory activities. In conjunction with the vocational and academic components, the Center offers an attitude modification program as well as a counseling and vocational job preparation program. Counselors and occupational specialists are hired by the Center to help design meaningful work experiences for the student and to help him choose a vocation. "Work sampling" provides students with actual "hands on" experiences in different jobs from several occupational clusters. Work progress is assessed through consultation with the "employer". In addition to teaching actual job skills, the Center also focuses on other behaviors which facilitate acquiring and maintaining a job. Characteristics such as dependability, self-discipline, congeniality and independent work are among the specific work skills stressed by the program.

The academic component offers individualized instruction in reading, arithmetic, and language. Initially, special learning problems that the student has are diagnosed and a prescriptive program is devised to remedy the problem. Complementary skills in consumer education, health, and social skill training are taught in conjunction with the academic component.

In both the vocational and academic components, student progress is assessed by pre- and post-tests as well as progress checks. It is anticipated that by using such evaluation techniques, peer competition is reduced and feelings of failure and defeat are minimized. Further, each task component is divided into sub-tasks of increasing difficulty. The student cannot move on to a more difficult sub-task until the previous sub-task has been successfully completed. This technique helps to encourage student success since each task component is composed of these graduated sub-tasks that the student completes at his own pace. Multi-media instructional materials are used also to stimulate learning and to increase student interest.

Recruitment for the program occurs primarily through referrals from the area superintendent, local, state and federal agencies and special community projects. Media coverage such as television advertisements, newspaper ads, and handouts also help to publicize the program and attract students. Finally, an advisory board composed of community members serves as a powerful link with the surrounding areas and acts as an advocate for the Center.

Since the program is relatively new, little placement and follow-up data is available. A dropout rate of only 7% however could be an early indication of the probable success of the program. Also, a total of 70% of the vocational education disadvantaged students were reclassified to regular vocational education students at the end of the year.

The Center is funded from a variety of sources including local and state education funds and at the state, local and federal Manpower Administration Funds. An average of $200 per vocational education disadvantaged student is spent annually. Expenditures for the program in order of priority include: instructional materials, instructional personnel, facilities, support services, administration and supervision and staff development.

For more information about the Center, Coordinator Cynthia Clear or Mr. James A. Barge, State Consultant for Programs for the Disadvantaged, State Department of Education, Tallahassee, Florida 32304, should be contacted.

Beggs Vocational and Career Education Center
Mr. Don Treadwell
600 West Strong Street
Pensacola, Florida 32501

The Beggs Vocational and Career Education Center is a vocational-academic school which originated as a pilot project in 1968 in the Escambia County School System. The Center presently serves 720 Escambia County students ranging in age from 13 to 17 and 60% of whom are white.

Most of the Center's students are classified as either socio-economically or academically disadvantaged. Students are generally enrolled in the Center if they possess one or more of the following characteristics: grade retardation, reading retardation, low scholastic average, attendance problem, I.Q. range over 75, and personality deficiencies. The final discretion concerning the decision to enroll a student rests with the school administration.

The Center's operation parallels that of the regular school. An attempt has been made to integrate the regular school and the disadvantaged programs as much as possible.

The objectives of the Center are to provide a curriculum that will motivate the potential dropout to either return to the regular school program, to continue to a higher level vocational training, or to acquire a sufficient level of skill to be hired in the community. The vocational and academic skill areas are highly integrated such that all courses taught are directly relevant to the student's skill area. To accomplish this integration, a "team" is formed which is made up of academic teachers, the vocational teacher, and a counselor. The team meets frequently to discuss ways to integrate the course offerings and to better meet the needs of individual students.

The curriculum of the Center's academic program is composed of math, communications, and reading. These areas are judged to be necessary curriculum components because they are important to the student's success on the job. The vocational curriculum is composed of nine cluster areas, each with corresponding shop experiences.

Special strengths of the program include a curriculum rich in providing training for job skills and an individualized teaching approach tailored to meet individual needs. The curriculum features an ungraded format, based on the assumption that placing a student in a grade level would focus attention on how far behind he is, thus increasing the potential for damage to self-esteem and motivation. The ungraded concept is further extended to include the evaluation of progress in course work. The student is assigned a unit of work and is given a scale-related assessment of his work instead of a letter grade. The student attempts to earn an improvement score instead of the traditional letter grade. The low student-teacher ratio also helps to ensure student success at the Center.

Recruitment for the Beggs Educational Center occurs mainly through referrals. School guidance counselors, visiting teachers, and area agencies are actively involved in detecting students who could possibly benefit from the Center. Also, the Center normally has some type of media coverage approximately twice monthly.

Community involvement is encouraged through the use of advisory committees composed of community members, on-the-job training coordinators, and representatives of other community agencies such as the Division of Family Services and the Division of Youth Services. These agencies also make referrals to the Center.

Placement and follow-up data for the Center are not yet combined for school year 1974-75, but the 1973-74 data indicated a placement rate of approximately 60%. Further, only 17 to 18% of the students choose to drop out of the program.

Funding for the Beggs Education Center is provided from state, local, and federal levels. The Center also receives some special funds and in-kind services from community agencies. The Center spends approximately $1200 annually per disadvantaged vocational education student. In order of priority, expenditures for the Center are for instructional personnel, support services, administration and supervision, and instructional related needs.

For further information about the Beggs Education Center, the reader should contact Director Don Treadwell or Florida State Consultant for Programs for the Disadvantaged, Mr. James A. Barge at the State Department of Education, Tallahassee, Florida 32304.

Vocational Education Program
Mr. O. T. Atkins, Coordinator
Belfry High School
Belfry, Kentucky 41514

Belfry High School's vocational education program serves a large rural coal-producing area of about 12,000 people in eastern Kentucky. The value of formal education is not assumed in this area as evidenced by the high percentage of non-readers despite adequate schools. The Belfry program is an attempt to improve on the sterotype formal education.

The program presently serves approximately 160 students, the majority of which are white and multi-handicapped and/or disadvantaged. Although approximately half of the school's 500 students need special programs, facilities are not available to serve more than the small percentage served.

The program is housed within Belfry High School and serves students in grades 9 through 12. Ninth and tenth graders receive career orientation instruction and accompanying laboratory or hands-on experiences. The goal in the first two years of high school is to provide students with an awareness of different career clusters so that they may be equipped to make a rational career choice once they finish the orientation phase. In addition to the orientation phase, the curriculum also teaches job-getting skills as well as social skills needed for success on the job.

Vocational training for junior and senior level students involves more in-depth skill training than that of the ninth and tenth graders. In addition to the in-school laboratory experiences, the junior and senior level student also participates in on-the-job training in the community. Work assignments are quite flexible and are usually arranged around the student's needs, interest and existing schedule. The major thrust of the program is at the ninth and tenth grade level, the philosophy being that early intervention is the most effective deterrent to future widespread unemployment.

Math, language arts, and reading are the major components of the academic curriculum. It is believed that these three areas are the most

relevant and applicable to those skills necessary for success on the job and other coping skills necessary for life in contemporary society.

Special remedial instruction is available for those disadvantaged and handicapped students who require such support services. There are also tutors available to help those in need of special training. The overall program, however operates within the regular vocational education program. The lack of a sharp demarcation between the two programs prevents the disadvantaged and handicapped student from being isolated and stigmatized.

One hallmark of the program is flexibility; each period is structured according to the needs of the students. For example, there may be students receiving hands-on instruction in a laboratory setting, and other students in the community gaining on-the-job work experience all on the same class membership role. Such flexibility has permitted the growth of individual attention for the students and has made possible the remediation of their particular learning disabilities through individually tailored learning activities.

Through the above-mentioned curriculum offerings and instructional methods, it is intended that the student will be increasingly aware of alternative areas of employment. It is assumed that such a program will permit the student to make a mature career decision; further, the program experience should permit the student to move into an area of employment with sufficient job skills and human relations skills to live successfully in contemporary society. Finally, the program is designed to prepare students who have the ability and desire for more specialized skill training at a post-high school vocational training level.

Recruitment for the vocational education program for the disadvantaged and handicapped is comprehensive. The records of entering high school students are screened by teachers, counselors, and principals in order to identify those students in greatest need of the program. Once a student is identified, home visits are made in order to (1) assess the parents'

attitude about the child's involvement in the program, and (2) hopefully enlist their support. Once parental approval has been granted, the student is admitted into the program. Home visitation thus serves the dual purpose of enlisting community support as well as recruitment.

Community support is also fostered through frequent contacts with community business and industry by school personnel. A constant effort is made to seek out new work placement sites and other community training areas for students. Additionally, prospective employers are also asked to serve as consultants on special curriculum problems. This strategy has greatly influenced community support of the program.

Through the efforts of the school and the community, the program is achieving its objective. The high dropout rate is no longer a great problem since only seven students out of the 49 eligible to complete the program failed to graduate. In addition, of those seven students who dropped out, all are presently employed. A further encouraging figure is the 45% who were reclassified as regular vocational ducation students in 1974-75. It is estimated that the total program retained approximately 80% of the students this past year who ordinarily would not have remained in school for vocational training. If one assumes that the majority of this 80% will be gainfully employed, the school has not only reduced the dropout rate, but has helped to reduce the widespread unemployment.

The program is supported by Part B funds for the disadvantaged and Part B funds for the handicapped as well as local funds. The average per pupil expenditure for disadvantaged students is an increase of $99 above the average per pupil expenditure for regular vocational education students. The three major priority areas for expenditures are for instructional personnel, instructional materials and supplies, and support services, respectively.

For further information about Belfry High School's vocational education program, the reader should contact O. T. Atkins, Coordinator, or State Director of the Special Vocational Functions Unit, Ms. Donnalie Stratton at the Department of Education, Bureau of Vocational Education, Frankfort, Kentucky 40601.

Coordinated Vocational Academic Education (CVAE)
Mr. Henry L. Gibbs, Coordinator
CVAE Program
Rockdale County High School
Bulldog Circle
Conyers, Georgia 30207

The Conyers CVAE Program is a cooperative, coordinated vocational education program designed for junior and senior high school students with academic, social, or economic disadvantagements that prevent them from succeeding in the regular curriculum. Forty-eight disadvantaged students are presently being served in the program.

Students are selected by a screening committee appointed by the principal and composed of the principal, guidance counselors, curriculum director, and teachers. The criteria for selecting enrollees include frequent absenteeism, low I.Q. scores, and/or two grade levels or more behind peers. A concerted effort is made to ensure that those students who can benefit from the program are enrolled.

The program operates parallel to the regular program. It includes academic and vocational components sufficiently integrated so that the academic program also includes concentrated material relevant to the student's vocational skill area. The effect of such integration is the creation of concrete learning experiences for the academic courses which hold the student's interest and increase his motivation to learn.

The program goals at the junior high school level are to improve the student's self image, to teach appropriate work attitudes, to teach those skills necessary for success in a high school vocational program, to teach certain vocational skills (such as familiarization with tools, equipment, and the work area), to expose the student to various types of careers, and to help the student achieve those skills necessary for adequate functioning in contemporary society.

At the secondary level, it is hoped that the student will acquire those skills necessary for entry-level employment in the semi-skilled job

of his choice. It is anticipated that the student will make a realistic career choice in the vocational curriculum at this level. He will then spend his time preparing for a career while completing the academic requirements for graduation.

At both the junior and senior high levels, the academic components of math, science, and communication skills are coordinated with the laboratory and cooperative part-time training program. Beginning at the prevocational level, the student completes his academic work in the morning and is then assigned to a laboratory experience in the afternoon designed to allow him to apply the concepts he was exposed to earlier in the day. Once the student reaches an appropriate skill level, he is placed in an actual part-time job in the community. The pre-vocational student will normally rotate jobs frequently in order to gain maximum exposure in diversified careers. The nature of his work experience will be quite different from that of a high school vocational student. The prevocational student spends a great amount of his time observing and performing low-level tasks while the senior high student performs more complex duties. Also, the senior high student changes jobs only if he becomes dissatisfied with his area of work and has the desire to train in another area instead. He should have explored a sufficient variety of vocational areas to have made a realistic career choice by the time he has reached high school.

The student's progress on the job and in the laboratory is monitored and evaluated by the CVAE coordinator in consultation with the employer. The coordinator receives constant feedback from both the student and the employer, thereby ensuring that the student has a positive and meaningful work experience.

An integral part of the CVAE curriculum is VOCA (Vocational Opportunities Clubs of America) for both junior and senior high students. Through club activities, students have the opportunity to participate in competitive activities and acquire interpersonal skills. Recruitment of students for the CVAE program includes strategies such as media coverage, program presentation and individual contacts with parents. Additionally, counselors and teachers are made aware of the program and are asked to refer prospective students.

Community contact and support is maintained by the use of an advisory committee made up of community members. The Job Placement Coordinator also acts as a liaison person between the school and the community. He makes contacts with prospective employers and establishes job placement sites. In addition, the program conducts various community service projects, thereby gaining recognition as well as making an impact on the community.

Although placement and follow-up data are not available, the report of 69% of the disadvantaged re-classified to regular speaks well for the program's efforts.

The CVAE program is funded through the Vocational Education Act, Part B and local funds. The primary expenditures of the program are in the area of instructional personnel, verifying the programmatic emphasis on instruction and a low student-teacher ratio. It is estimated that approximately $630 per vocational education disadvantaged student is spent in the program.

For more information about the CVAE Program in Conyers, the reader should contact Mr. Henry L. Gibbs, Program Coordinator, or Mr. Milton Adams, State Supervisor for Special Needs, 313 State Office Building, State Department of Education, Atlanta, Georgia 30334.

Food Services

Mr. Jimmy C. Bales
Director of Career Education
Richland County School District
3560 Lynhaven Drive
Columbia, South Carolina 29204

The Food Services Program is one of 16 similar programs in the Richland County School District serving disadvantaged eleventh and twelfth grade students. The program presently serves a population of 54 students, all of whom have been described as having communication, reading, and/or attendance problems. The characteristic common to all is socioeconomic disadvantagement and a subsequent lack of social skills. The program is therefore designed to teach not only job skills but also interpersonal skills as well.

The goal of the program is to provide previously unsuccessful, low-achieving, potential dropouts with a marketable skill useful to gain suitable employment upon leaving school. The program includes a full range of academic courses offered in regular class during the morning. In the afternoon, the student takes the food services courses in a separate vocational program. Additionally, for twelfth graders, there is a cooperative work experience program available in the afternoon. Students are placed in restaurants, hotels, and state hospitals in Columbia for paid on-the-job training. Teachers frequent placement sites performing supervision and evaluation tasks as well as receiving feedback from employers about individual student's strengths and weaknesses.

In addition to the cooperative work program, both eleventh and twelfth graders gain valuable experience in the school's food services laboratory. The laboratory is used to simulate a typical restaurant kitchen thereby providing the student with realistic experiences in bulk food preparation and the use of heavy-duty equipment. Students learn such things as how to bus tables, salad and other food preparation, sanitation, and food handling. The practical experience component of the program is one of its strongest points, accounting for approximately 75% of the

student's time in either laboratory or in on-the-job training. The program has found that students with such a great amount of actual work experience are attractive to employers in the area.

In addition to teaching food services skills, the student is also trained to write résumés, interview for jobs, relate to other people, and be punctual. To succeed in the food services occupations, it is important to practice good interpersonal skills, an attribute in which most students are deficient upon entering the program.

Recruitment for the program occurs mainly through TV and newspaper publicity. Additionally, enrollment is boosted through word-of-mouth from students already enrolled. In order to be accepted into the program, a student must express an interest, be tested, be interviewed, and be screened. If the student is not succeeding in his academic work and/or if he has other related problems, he is allowed to enroll provided there is ample space and provided he expresses an interest.

The support and involvement of the community are maintained by the teachers through canvassing local businesses to secure work experience and job placement sites. The students themselves also contribute to community support; if the student performs well on the job, it speaks well for the program. Further, this stimulates the employer to speak positively about the program to other community people.

One measure of a program's success is the effect the program has had on the dropout rate. For the Food Services Program during school year 1974-75, the dropout rate was zero. Further, 100% of those disadvantaged students who were eligible to complete did so. Additional support for the program's success is noted in that of those program completers who entered the work force, 95% continue to be employed or are continuing in their education.

One of the less measurable and most important side benefits of the program was the increase in student satisfaction and morale reported by

the Director. Project officials expect this occurrence once students are involved in a curriculum which is useful and personally relevant to their life goals.

The program is funded through the 1968 Vocational Education Act, Part B, and through local funds. Average expenditures per vocational-education disadvantaged student are approximately $480 per year, an increase of 80% over direct per student expenditures for regular vocational education students. Ninety-five percent of the disadvantaged monies are spent on salaries for instructional personnel and on equipment.

For more information about the program, the reader should contact the Director of Career Education, Mr. Jimmy C. Bales or Mr. Albert Lester, State Supervisor of Special Needs, Room 918 Rutledge Building, Columbia, S.C. 29201.

The Alternative Schools Program
William C. Wilhelm
Memphis City Schools
2597 Avery Street
Memphis, Tennessee 38112

The Alternative Schools Program (ASP) is a special program established by the Memphis City Schools to meet the educational needs of junior and senior high school students, who because of interest or behavior cannot be served adequately by the academic programs in regular schools. There are two types of students served in the program: (1) students whose interest is primarily in occupational training but for various reasons cannot or do not succeed in a regular or comprehensive high school and (2) students whose behavior has become a barrier to their being served by a regular academic or comprehensive school programs.

The Alternative Schools program has evolved from the Occupational Emphasis Program (OEP) which was initiated as a special project for high risk, dropout prone students in 1969. The OEP was designed primarily to serve those students described as not succeeding in regular vocational education programs. The OEP met with such success and proved to be so valuable in meeting the needs of high risk students that it was expanded to the Alternative Schools Program through the inclusion of another component, the Social Adjustment Program (SAP), which serves students with severe behavior problems. Additionally, students covered by the compulsory attendance laws who are suspended for possession or use of weapons have, as their only option in the Memphis City School System, assignment to the Social Adjustment Program.

Officials of the Memphis City School System believe that both categories of students can be served in the same facility if the student-teacher ratio can be kept low enough for maximum individualization of guidance counseling and instruction; and if the ratio of OEP students to SAP students can be held to 3:1. In the 1973-74 school year, 742 students were served in the Alternative Schools Program. In the 1974-75 school year, 824 students were served in the program.

The program operates on an eleven-month schedule. During the month when the program is not in operation, teachers take vacations as well as begin preparations for a new year. While in operation, the program's schedule is similar to the regular school of the Memphis City School System. However, a number of the occupational emphasis program students work part-time in the afternoon and evenings.

The Alternative Schools program is located in four Memphis City school buildings, each of which serves one of the four area districts of the system. Generally, students attend the Alternative School in their respective districts; however, when a program is not meeting the needs of a particular student in one district, he may transfer to another program at a different site.

The major goal of the ASP is the prevention of dropouts from the regular school program, particularly high risk secondary school students; it is also designed to serve students who have dropped out of the school system but are still in need of training. The technique is to involve these potential dropouts in a program based on new concepts of teaching occupational skills, basic education skills, attitude adjustment, personal confidence and self-respect. The premise is that the typical student served by the program has experienced absenteeism, failure, disinterest, disciplinary action and frustration in his previous school experience; one result of such difficulties can be a poor self-image.

In an attempt to meet the needs of students who have been identified as high risk and/or potential dropouts, emphasis is placed on the individual student learning a marketable skill while continuing his school experience. Students may work toward completing graduation requirements while gaining competency in several occupational offerings, particularly if the student is enrolled in the occupational emphasis program of the Alternative Schools. Those students who attend the Alternative School as a part of the Social Adjustment Program may not necessarily have the same degree of emphasis on learning occupational skills. Yet, even though a number of students enter the program without any occupational interest, a number eventually elect to include one or more offerings in their program after having been exposed to the variety of courses available.

Occupational instruction is offered in auto mechanics, electronics, woodworking, dry cleaning, tailoring, horticulture, small gas engines, vocational office education, occupational home economics, general co-op, distributive education and food service. Some of these programs are offered at each of the AS sites while others may be located in one or two of the schools. Since each of the four AS is a self-contained unit, instruction is also offered in English, math, social studies, science and art. This makes it possible for students who want to complete their requirements for a high school diploma to receive the required academic credits. Each of the four sites also has its own principal and guidance counselor who work full time with that particular program.

The overall coordination and supervision of the four Alternative Schools is the responsibility of the Supervisor for Special Vocational Programs in the Memphis City schools' administrative offices.

Referrals of students to the Occupational Emphasis Program are originated with the local school counselor who interviews and screens prospective OEP students to determine their potential to drop out, interest in vocational training, attitude about school and desire to continue their education in an AS. Once a decision is made to refer a student and is in concurrence with the evaluation of the counselor and principal, the information is forwarded to the Area Director for Student Services who schedules a conference with the referred student and his parent or guardian to fully acquaint the family with the OEP concept and regulations as well as to assess the degree of student desire and interest in occupational training in the program. The area office then briefs the AS principal on the case history of each recommended student and a cooperative decision is rendered about the student's ability and of OEP's ability to meet the needs of the student. If additional information is needed, it may be collected at this time through personal interviews, additional conferences with students and/or parents, and discussions with regular school personnel. In addition to this referral process, Alternative School principals have the authority to accept walk-ins who meet the acceptance criteria and who do not disrupt the desired balance of the AS.

OEP students who have difficulty in adjusting to the AS to which they are assigned may be transferred to another AS or suspended. The AS principal has the option to allow the suspended student to return to the program. Students enrolled in the SAP of the AS are those who have been suspended to the area office for misbehavior and for whom all other resources and techniques have been thoroughly utilized. These students are assigned by the area office to an SAP as a last opportunity "for behavior modification and formal learning in the Memphis City School System." As with all students, close cooperation and liaison between the area office and the AS principals is maintained. Social adjustment students may complete the school year at the alternative school or return to the conventional program at the end of a semester if the principal and staff determine that a student's behavior has been modified such that he can function socially in a regular school environment. SAP students may not be transferred by the AS principal to another AS unless the principals involved agree that such a transfer would be in the best interest of the student and the school.

Since the initiation of the original Occupational Emphasis Program in 1969, community awareness and support of the program has been fostered through open houses, newspaper coverage and TV coverage. Placement linkages with industry, business and other institutions in the area for job placement and work experience continue to expand and are coordinated by counselors and general co-op instructors.

In addition to the continuous evaluation of the programs, a major evaluation study was conducted in 1972 after the OEP had been in operation for three years.[1] The evaluation team took special note of the program's emphasis on the individual learning a skill. The relaxation of "traditional" rules and the emphasis placed on success, indicated that "the casual visitor sees a well-organized serious minded school environment where students and instructors are going about the business of learning. Pooling such a collection of high risk students results in everything but a chaotic climate; rather the atmosphere of freedom and focus on the individual's real needs

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[1] Gilliland, B.E., C.E. Laverne, and D.M. Favra. "Occupational Emphasis Program: Concern, Outreach, Help for Dropouts," mimeographed report, February 1972., p. 2.

results in an environment in which the students take pride in their general appearance, their attendance, their school performance and their school."

Over the three-year period, the record of the OEP indicated 76% success. At the same time, the entire school systems' retention record for grades 10, 11, and 12 was about 80%. Successful students not only included those students who completed their high school education and entered employment but also included those who chose to continue their education.

This evaluation study was completed prior to merging the OEP with the SAP in two of the AS. Since that time, a formal evaluation study has not been conducted; however, data for school years 1973-74 and 1974-75 indicate that the program has been operating with a dropout rate of approximately 10%, a completion rate of 90% and a placement rate of approximately 45-50%. An additional 5% of the students served during the two-year period were re-enrolled in regular programs within the Memphis City School System.

The AS program is primarily funded from local sources with additional support provided by state and federal vocational-education funds. The cost per vocational education disadvantaged student served was $1,122, or $122 more than the average cost per student enrolled in regular vocational-education programs.

In school year 1974-75, the average cost per vocational education student served was $1,198, a 25% increase above the cost per regular vocational education student. The largest expenditures are for the components of instructional personnel (70%) and support services (20%).

The AS program operates financially as four separate units from the Memphis City School system's regular program. Major portions of the budget are directed toward vocational instructional staff, related academic staff, personnel, and guidance counselors. Maintenance and operation of buildings

is a small portion of the total budget since the program took over four schools operated by the Memphis City School System. The administrative staff and guidance counselors provide the interface between the AS and the regular school programs on an area-by-area basis. Since this comprises the major network for referrals into and out of the program, it represents a major component. Expenditures for the vocational instructional staff and the related academic staff account for the majority of resources used in this program; the vocational instructional staff provides the alternatives for students who are turned off by the regular system and the related academic staff provide the supportive and individualized instruction necessary to assist students to succeed in their vocational-education training as well as to complete their requirements for high school graduation.

Additional information on the Alternative Schools program may be obtained by contacting Mr. William C. Wilhelm, Supervisor, Special Vocational Programs, Board of Education, Memphis City Schools, 2597 Avery Avenue, Memphis, Tennessee 38112 or Mr. Rodney J. Hayes, Chief, Program Services, Division of Vocational-Technical Education, 205 Cordell Hull Building, Nashville, Tennessee 37219.

REGION V

The Instructional Resource Program
Mr. Warren A. Collier
Instructional Coordinator
Township High School District #214
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The Instructional Resource Program is an integrated program serving the 13,164 vocational-education students in eight high schools within Township High School District #214. Of the total population of students served, 1,359 are classified as disadvantaged in terms of the standard categories. The goal of the program is to provide students, in grades 9-12 who meet one or more of the specified criteria of disadvantagement, with meaningful individual and group experiences which can assist them to overcome those difficulties which have functioned to prohibit their effective social functioning and academic progress.

Disadvantaged students are integrated into the regular classroom whenever possible so that this "special needs" population will not feel socially isolated or stigmatized because of their disadvantagements and handicaps. Academic courses are available as well as occupational skill training in the following areas: home economics, clerk-typist training, data processing, auto mechanics, production graphics and production metals. The anticipated outcome of such training is that students will leave school with an entry-level job skill that will enable them to find immediate gainful employment.

In order for some of these students to remain in their regular high school classrooms, program support services are often necessary to supplement traditional services provided within the high school. The program is equipped to provide individual and group counseling, home visits, and seminars and/or classes after the regular school day hours. One particularly effective component of the counseling services is parent involvement. Family sessions have been helpful in resolving family conflicts and in providing insights into problem areas.

Where regular classroom integration is not possible, a "resource room" for individualized instruction and counseling services is available. The intent of the program staff is that students will remain in the "resource room" for only a short time until sufficient academic and social functioning have been achieved. Once this occurs, the student returns to the regular

classroom. If subsequent integration is not deemed advisable, it is possible for the student to earn academic credits in the resource room. To increase motivation to learn, the traditional grading system has been replaced by a special incentive system.

For those students who may need special help in one or two areas, special classes are available for a portion of the day. For those who need a more intensive regimen of remedial help, a self-contained program is available in which the student takes all special education classes. If these measures fail to serve the student's needs, school staff can refer to outside agencies.

Students who might benefit from the special services provided by the program are identified in a variety of ways. Administrators, teachers, or parents make referrals to counselors or other school staff. Additionally, the student may refer himself. Once a referral has been made, administrators, teachers, parents, and the student convene to determine the most appropriate program for the student. The goal of the referral system is to identify prospective students as early as possible in an effort to intervene before the problem has become too severe for remediation within the school system.

In addition to the individualized instruction and counseling services, the Individualized Resource Program provides in-service training to assist area school staff in developing additional competencies for working with the target population. Additionally, consultants are frequently available in the area of curriculum, classroom management, and psychological services. School system staff have at their disposal the necessary expertise to deal with student and curriculum-related matters.

Other direct student services available to improve social skills and increase community awareness are field trips and work experiences in the various occupational areas. Shop space is also available for actual "hands-on" experience.

Advisory committees operative for each occupational area are instrumental in enlisting community support. The committees, a composite of community businessmen and instructional personnel, meet regularly to review the program

and make recommendations for its improvement. Learning programs for area students also operate within business and industrial facilities in the community. Through their training programs and donations of equipment, community business people have been an important asset to the program's successful operation.

Though comprehensive placement and follow-up data were not available, the 3% dropout rate is an indication of the program's success in retaining students. Supplemental student data is needed before a more extensive evaluation of the program's effectiveness can be made.

The program is funded through federal, state, and local funds. In-kind services are also provided by area businesses. The average annual total cost per vocational-education disadvantaged student is $1090, a sizable increase above the direct cost for a regular vocational-education student. Instructional personnel such as remedial specialists and teacher aides account for the greatest program expenditure; support services such as guidance counseling and tutoring also account for a major area of expenditure.

For further information about the program, the reader should contact Mr. Warren B. Collier, Instructional Coordinator, or Mr. James W. Smith, Coordinator, Special Programs Unit, Division of Vocational & Technical Education, State Board of Vocational Education & Rehabilitation, Town & Country Towers, 1035 Outer Park Drive, Springfield, Illinois 62706.

Vocational Education for Students with Special Needs
Mr. E. Dean Browning, Administrative Assistant
Alton Community Unit School District #11
1211 Henry Street
Alton, Illinois 62003

The Alton Vocational Education Program for Students with Special Needs presents a combination of two approaches to meet the needs of vocational education disadvantaged students. First, students are provided support services and related academic instruction which is coordinated with their occupational classes in the regular vocational education program. Second, a special program with supportive classes is provided to cooperative work training (CWT) students as a special program component.

Alton, Illinois is located 25 miles north, northeast of the metropolitan area of East St. Louis and St. Louis, on the Mississippi River.

During Fiscal Year 1974-75, approximately 275 vocational education disadvantaged students were provided services within the program. Students being served in the program are identified as having serious reading or math deficiencies, needing economic assistance to stay in school, are frequently absent from school, or have difficulty in communicating, writing and speaking.

The program operates on a regular school year schedule and includes a summer program. Students involved in the cooperative work training program attend school half a day and participate in work training experiences in a variety of community work stations the remainder of the school day.

The facility is located at the Alton Senior High School campus which includes a main academic building, a vocational building and a building housing both vocational and academic classrooms. The program serves the Alton community school district, which had a total enrollment in grades 9-12 of 3909 students in school year 1973-74 and 3613 in 1974-75. The Practical Arts Program (Vocational Education) enrolls approximately 76% of 9-12 grade students.

The major goal of this program is to enable disadvantaged students to succeed in a regular vocational program. This is accomplished primarily

through the provision of support services, academic and special services, and cooperative work training experiences.

Students are enrolled in the following courses which are geared to alleviate the effects of their disadvantagement; Occupational English, Occupational Math, Applied Science, several levels of reading labs, programs of communication, basic English composition, and general English. Occupational instructors work closely with the teachers who have responsibility for the related academic instruction. Several of the teaching staff have special education backgrounds and the services of two social workers and two psychologists are available as needed. Occupational offerings provided at the Alton Senior High School include business education, health occupations, home economics, industrial arts, agriculture, cosmetology, commercial art, electricity, furniture and cabinet making, machine shop, printing and welding.

Students involved in the cooperative work training program are employed in a variety of businesses and industry within the Alton area. In addition to their related academic instruction and their on-the-job experience, these students are involved in a Job Orientation Class which is conducted daily. The Job Orientation class deals with specific problems which have arisen either in school or on the job. Additional instruction is provided during this class in areas such as the job application process, income tax preparation, and job interview procedures. There are three CWT coordinators to work with the disadvantaged students enrolled in this program. Of the 275 disadvantaged students enrolled during Fiscal Year 1974-75, 208 were integrated into regular vocational-education programs and provided support services through related academic instruction, social work and psychological services. The remaining 68 were enrolled in the cooperative work training program.

Students enrolled in the Practical Arts Program are identified by the counselor staff as disadvantaged and in need of additional services to assist them to succeed. A coordinated counseling program is central to

this system of identification and service access. A vocational guidance coordinator is employed to work specifically in the vocational area. Counselors are provided in grades 7-12 and each counselor has responsibilities to an assigned group of students. Counselors receive and maintain personal and objective data on each counselee. Counselors and teachers use Bulletin 40-1273 [1/] in the identification of disadvantaged students to be served.

During each semester of the school year, student progress in the Practical Arts Program is evaluated by teachers and counselors; those students not succeeding who meet the vocational education definition of disadvantaged are eligible for additional services. This progress check covers 3/4 of the secondary school enrollment, as approximately 75% of secondary students are enrolled in an average of 1.5 classes offered by the Practical Arts Program.

This comprehensive identification system utilizes the IBM Mark Sense System. The teacher and/or counselor completes three cards for each student, as follows:

1. A Career Code Card: identifies the advanced course the student intends to take;
2. Disadvantaged Codes Card: disadvantagements applicable to the student are checked;
3. Handicapped Codes Card: handicaps applicable to the student are checked.

The cards are displayed in Table I. Data obtained from these cards allow the program to identify disadvantaged and handicapped students by their career course choice, and to pinpoint the specific handicap/disadvantagement effect requiring remediation and support. The system facilitates individual as well as program planning activities.

Once the individual student has been identified as "not succeeding" and the reasons for his/her lack of success determined by the teacher,

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1/ Division of Vocational and Technical Education, Occupational Education for Disadvantaged and Handicapped Persons, Bulletin No. 40-1273, Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, Springfield, Illinois.

TABLE I

DATA CARDS
IBM MARK SENSE SYSTEM

Vocational Education for Students with Special Needs
Alton Community Unit School District #11

OCCUPATIONAL FIELD CODE NUMBERS

Record only the course number which represents the Advanced Course the student intends to take. In some cases you may have to use your judgment as to his intent.

COURSE CODE NUMBER _____

DISADVANTAGED VOCATIONAL REIMBURSEMENT 3-13-1

A (—) B (—) C (—) D (—) E (—) F (—) G (—)

DISADVANTAGED CODES

A - Are over age by at least two years.
B - Have difficulty communicating in writing or speaking.
C - Are frequently absent from school work without cause.
D - Exhibit hostile or apathetic behavior.
E - Have a reading level at least two grades below grade placement.
F - Have a mathematical ability at least two grades below placement.
G - Need economic assistance to continue their educational program.

Note: Use only the supplied IBM Mark Sense Pencils. Mark as many areas as are applicable to the student. Completely fill the bubble, if you need to erase be sure no portion of original mark remains.

MAKE NO EXTRA MARKS ON THIS CARD

HANDICAPPED VOCATIONAL REIMBURSEMENT 3-13-1

1 (—) 2 (—) 3 (—) 4 (—) 5 (—) 6 (—) 7 (—) 8 (—) 9 (—) 10 (—)

A. Health Deficiency or Defect should be verified by the school nurse.
B. Mental Retardation and Emotional Disturbance must be verified by school psychologist.

NOTE: Use only the supplied IBM Mark Sense Pencils. Mark as many areas as are applicable to the student. Completely fill the bubble, if you need to erase be sure no portion of original mark remains.

MAKE NO EXTRA MARKS ON THIS CARD

HANDICAPPED CODES

1. Trainable Mentally Retarded whose IQ's range below 50 to 60.
2. Educable Mentally Retarded whose IQ's range from about 50 to 60.
3. Hard of hearing individuals whose sense of hearing is defective.
4. Deaf individuals whose sense of hearing is non-functional for ordinary purposes.
5. Speech impaired students having noticeable speech defect.
6. Visually impaired individuals whose visual acuity is reduced and when corrected requires special services.
7. Emotionally disturbed are students identified by the school psychologist as having emotional handicaps requiring one or more special services, whether or not such services are available.
8. Crippled are those individuals having impairments caused by congenital anomaly, disease or accident.
9. Learning disabilities are identified by a school psychologist as having sharp deficits in cognitive processes and marked underachievement.
10. Other health impaired with either physical or mental impairment.

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appropriate remedial and supportive services are assessed and provided, as available resources permit. The counselor serves as a facilitator in this process. For example, if the student's lack of success is attributable to difficulty in written or oral communication, then referral and placement into the Occupational English or basic English Composition course might be arranged. The occupational instructor and the support teacher coordinate their classroom activities on behalf of the student and the counselor continues to play a facilitating and supportive role in this process.

Summary information available from the data is also useful for program planning. The data permits calculation of the percentage of vocational education students who are disadvantaged by types of disadvantagement, advanced course preference, and grade level. It also provides a breakdown of vocational-education disadvantaged students receiving additional services compared to those who qualify but are not receiving additional supportive services. Table II illustrates the types of program planning information available from the Mark Sense system. The information pertains to the fall 1974 enrollment in the Practical Arts Program.

In Illinois, the determination of an individual student as disadvantaged is not made solely on the basis of individual characteristics, but on the basis of an individual's success in each vocational course. A student may be identified as disadvantaged for one course in which he/she is enrolled, but not disadvantaged in another. The Alton School District Mark Sense system is compatible with this approach since the classroom teacher, in conjunction with the counselor, is the primary agent in the identification process.

The system is of great value as a program planning tool because it provides for continuous needs assessment. Further, data collected over time can indicate trends in the types of disadvantagement effects which require remedial action. The need for additional resources and the types of those resources can be projected and planned for. Information on the number of vocational education disadvantaged students served and their

TABLE II

Types of Program Planning Information
Available from Mark Sense System

(1)	Unduplicated enrollment grades 10-12	2029
(2)	Identified disadvantaged	872
(3)	Vocational-education disadvantaged being served	240
(4)	Vocational-education disadvantaged not being served	632
(5)	Vocational-education disadvantaged as % of total (line 1)	.43
(6)	Vocational-education disadvantaged being served as % of total disadvantaged (line 2)	.28
(7)	Vocational-education disadvantaged not being served as % of total disadvantaged (line 2)	.72
(8)	Types of disadvantaged effects of vocational-education disadvantaged being served	
(8.1)	overage by at least two years	9
(8.2)	difficulty in communicating writing or speaking	102
(8.3)	frequently absent from school, no cause	109
(8.4)	exhibit hostile or apathetic behavior	78
(8.5)	reading level two grades below grade placement	132
(8.6)	mathematical ability at least two grades below placement	109
(8.7)	need economic assistance to continue education	63
(9)	Types of disadvantaged effects of vocational-education disadvantaged students not being served	
(9.1)	over age by at least two years	11
(9.2)	difficulty communicating in writing or speaking	168
(9.3)	frequently absent from school without cause	79
(9.4)	exhibit hostile or apathetic behavior	88
(9.5)	reading level two grades below grade placement	313
(9.6)	mathematical ability at least two grades below placement	300
(9.7)	need economic assistance to continue education program	336

percentage of the total number in need provides a periodic status check on the extent of program coverage. Comparison of disadvantaged students by advanced course choices (albeit highly changing data) can indicate which occupational areas are/will be in need of special support emphasis.

The Alton Mark Sense system provides program flexibility in an area that is essential to planning effective programs for the disadvantaged--needs assessment, i.e., knowing how many students need to be served, what their specific needs are, and how many are presently being served.

While formal placement arrangements are not in effect with local business, industry, and labor unions, informal arrangements have been developed by counselors and cooperative work training coordinators.

Counselors serve as agents for input from the community for employment and general occupational training opportunities, immediate and long range, for both in-school and out-of-school youth. They arrange for interviews and contacts by employers and sponsoring agencies. Counseling department personnel also arrange for contacts by the Job Corps and representatives of various apprenticeship programs with students, particularly minority group members who have needs or qualifications in these areas.

A member of the counseling department conducts a one-year and a five-year follow-up of graduates who have gone through the vocational education program. For the last five years, the one-year follow-up has been able to locate every student who graduated from the vocational program. Follow-up information, however, is not broken down by regular and disadvantaged student groups.

A follow-up study of 1974 graduates and non-graduates (early leavers with a marketable skill) provides relevant indicators of overall program effectiveness. Specific placement data and follow-up data on vocational-education disadvantaged students is not maintained; the following information pertains to senior students who chose one of the listed vocational courses as a major field of study.

	Total Enrollment	544	100%
Not available for employment	Entered Armed Forces	28	5%
	Continued full-time school	159	29%
	Housewife and others not in labor force	24	5%
Available for employment	Employed in area trained or related occupation	99	18%
	Employed in occupations unrelated to training	135	25%
	Unemployed	99	18%
	Number of students completing	529	97%
	Student dropouts	15	3%

The percentage of students continuing their education on a full-time basis (junior college, university, or technical center) has varied slightly over the last five years: 29% in 1974, 29% in 1973, 28% in 1972, 28.5% in 1971, and 33% in 1970.

The percentage of students employed in their area of training or related occupations has varied considerably during the last five years, primarily due to changing economic climate: 18% in 1974; 23% in 1973; 19% in 1972; 27% in 1971; and 17% in 1970.

The percentage of students available for employment and unemployed has also fluctuated with changing economic conditions: 18% in 1974; 17% in 1973; 27% in 1972; 18.8% in 1971; and 15% in 1970.

Formal follow-up and/or evaluation studies have not been done on the Cooperative Work Training component of Alton's vocational programs for disadvantaged students. However, program personnel generally feel that this program has significantly helped 60-70% of those enrolled. Approximately 20-25% complete their high school requirements and graduate. The remainder, while not formally completing school, leave with a marketable skill and enter directly into employment.

The Alton program is supported by local, state, and federal funds (Part B, 102(a) of the Vocational Education Act). The estimated average cost per vocational-education disadvantaged student for school year 1974-75 was $563, approximately $202 above the estimated average cost per regular vocational student.

State and federal funding support is provided on a reimbursement basis from the Illinois Division of Vocational and Technical Education. DVTE financially supports the added costs incurred by the Alton Community Unit School District for the provision of special services and program adaptations for the disadvantaged.

The primary use of disadvantaged funds is in salaries for the variety of support personnel utilized in the delivery of services. These include

three CWT coordinators, five Applied Curriculum instructors, two Reading specialists, one Vocational Guidance Coordinator, nine Guidance Counselors, three English instructors. In addition to these staff, the Practical Arts instructors and Administrative personnel are involved as the program is integrated; i.e., disadvantaged students are enrolled in the regular vocational classes.

The array of support personnel and services gives the program the capability to respond to a wide range of student needs. The counseling program provides the "glue" which brings the support services and regular programs together in a coordinated fashion to meet the program's primary goal--vocational success for the disadvantaged student.

For more information on the Alton program of Vocational Education for Students with Special Needs, the reader may want to contact Mr. E. Dean Browning, Administrative Assistant, or Mr. James W. Smith, Coordinator, Special Programs Unit, Division of Vocational and Technical Education, 1035 Outer Park Drive, Suite 201, Springfield, Illinois 62706.

Special Needs Program
Calhoun Area Vocational Center
475 E. Roosevelt Avenue
Battle Creek, Michigan 49017

The Special Needs Program of the Calhoun Area Vocational Center (CAVC) serves disadvantaged students in regular occupational preparatory programs with regular and mentally and physically handicapped students, supported by a variety of ancillary services delivered by a special support team. The effort is a highly individualized one which gives primary attention to making modifications in the particular curriculum to meet the specific needs of the disadvantaged.

In school year 1973-74, the Center enrolled 1,133 students; 273 were identified as vocational education disadvantaged. Total enrollment increased in school year 1974-75 to 1,218, and the number of disadvantaged students served was 284.

The Calhoun Area Vocational Center, located in Battle Creek, Michigan, serves 13 school districts in the surrounding area. This modern facility was first opened to students on August 31, 1970. At that time, 14 program areas were ready to accept students. Sixteen additional program areas were implemented in January 1971. The area center is an extension of the local school rather than a separate school. Its purpose is to make the local school curriculum more comprehensive relative to occupational education and training. Students enrolled at CAVC actually participate in two formal school settings. He or she spends one-half day at the center and one-half day in their resident district high school.

The overall goal of the Special Needs Program for disadvantaged students is to ensure that they receive educational opportunities that will enable them to obtain occupational skills and to develop abilities and interests to their maximum capacities. The same vocational education goals for regular students apply to the disadvantaged. However, in recognition of the fact that particular efforts must be made to meet the needs of the disadvantaged, more specific project objectives have been identified.

1. Make pre-vocational or explanatory experiences accessible to the disadvantaged
2. Provide for evaluation of abilities and disabilities for use in the counseling and placement of students
3. Make regular occupational education program accessible, for specific job training, with the necessary modifications to enable the disadvantaged to succeed
4. Provide communications, computational, and quantitative skill training
5. Develop a closely monitored program of individualized instruction
6. Establish cooperative working arrangements with local schools
7. Effect community involvement, i.e., family, advisory committees, business and industry, etc.
8. Effect entry level job performance, certification, job placement, and on-the-job follow-up
9. Establish a program of continuous evaluation, individual learner commitment, and program adjustments
10. Establish a staff selection process, and provide pre-service and/or in-service training program.

The CAVC provides occupational education and training in the following areas:

Accounting Clerk
Agricultural Mechanics
Audio/Visual Communications
Auto Body Repair
Auto Mechanics
Building Maintenance
Building Trades
  Carpentry
  Electrical
  Floor covering
Child Care
Combination Welding
Commercial Art
Cosmetology
Data Processing
Drafting
Electronics
Food Services
Graphic Reproduction
Industrial Machines
Industrial Truck Repair
Health Occupations
  Nurses Aid
  Male Attendant
  Medical Office Practice
Institution/Domestic Services
Landscaping/Horticulture/
  Floriculture
Refrigeration/Air Conditioning
Retail Marketing
Secretarial/Stenographic
Small Engine Repair

Disadvantaged students are enrolled in the regular occupational preparatory programs. Support services are provided and coordinated by the Special Needs Team. The team is composed of six members, including a

coordinator and a director, and is the major thrust of the CAVC's efforts for the disadvantaged.

The Center's curriculum model or plan for developing learner centered instructional programs and its model for individualized learner activity provides a facilitating program context for effecting the educative process for the disadvantaged. The most prominent feature of this model is that it encourages program adjustments rather than requiring the individual student to do all of the adjusting, as is the case with pre-conceived programs and instructional requirements. The program acknowledges that for disadvantaged learners, learning does not drastically differ from non-disadvantaged students. The difference amounts to comprehensiveness of initial and continuing work-up data, modification in regular programs relative to teaching procedures and materials, and the degree of individualized programming and progress monitoring during training and/or initial job placement. Much of the difference is accounted for in areas of personal-social characteristics which interfere with the student's ability to function satisfactorily in competitive settings like school and work. Part of the special support services provided by the Special Needs team involves working with disadvantaged students to eliminate behaviors that interfere with reaching regular goal achievement.

The Special Needs Staff Team follows six steps in providing individualized support services, as follows:

1. Get acquainted with new students and help them adjust to the Center in the first few weeks of school
2. Review program choice and commitment with students during the sixth week of training and make any necessary changes to curriculum or program
3. Review student achievement rate with the curriculum area program manager weekly and ensure that conditions are such that the student will be capable of being certified for a marketable vocational entry level skill
4. Verify certification of completed tasks and entry level skill with the curriculum area program manager at completion of the training cycle

5. Ensure that each student has been exposed to job awareness and preparation information

6. Record in detail activities used on an individual prescriptive basis which have proven successful; develop an idea bank to be drawn upon for use with other students having similar needs.

Entering students are assigned a Special Needs staff person who monitors the student's progress. The program manager and other faculty do not know which students have been identified as disadvantaged by the feeder schools. The ratio of Special Needs staff to students is about 1:100. This is felt to be a reasonable and effective ratio, since the Special Needs staff move easily throughout the Center and the various program areas. They are readily available to assist staff and students. Their offices are not located in the administration area; rather, they have office space in the teacher preparation area. As the program has been in operation for five years and demonstrated visible success, excellent rapport has been established between the Special Needs team members and the instructional staff. The Special Needs Team's input and assistance is highly accepted and requested. A special Student Instructor Assistance Form is used whenever a student or an instructor identifies a need requiring the involvement of a Special Needs Team member.

The Special Needs staff work cooperatively with the instructional staff and program managers to meet individual student requirements, and modify the program as necessary. For example, such program modification strategies might include the following:

1. Adding new program dimension
2. Varying time requirements for learning
3. Adapting equipment and facilities
4. Revising instructional media and instructional techniques
5. Remedial instructional units
6. Providing professional support staff for handling social and psychological problems.

In addition to supportive services provided on an individual student basis, the Special Needs staff conducts a number of group activities which involve both disadvantaged and regular students. This approach continues to place emphasis on the program's "mainstream" philosophy of integrating

the disadvantaged with regular students. These small group activities, developed and offered as modular units, include group guidance, group dynamics, and several group instructional modules aimed at increasing self awareness and reducing self-defeating behavior. One Special Needs staff member, a teacher-counselor, operates a resource room to provide instruction in basic skills requirements on a part-time basis for selected students needing this additional instruction.

Since the area center is an extension of several school districts, its policies are greatly influenced by the participating high schools. Policy relative to the selection of students is the responsibility of the local school. The Center's policy is to enroll all kinds of learners, assess and determine with the student the performance objectives to be achieved, and establish a learning commitment for a particular program or provide further career guidance.

Students are identified and selected in accordance with the basic criteria referenced in the 1968 Amendments to the Vocational Education Act of 1963 and the "Disadvantaged and Handicapped Preparatory Program and/or Cooperative-Education Program (Part G)" guidelines published by the Vocational-Technical Education Service, Michigan Department of Education. Needs assessment information which serves to support the probability that the student could not succeed in a regular program without special assistance or service is drawn from the student's past record. Four primary indicators are used: (a) poor attendance; (b) below average achievement in basic courses (1.5 or lower in basic academic courses or 1.9 overall); (c) poor social adjustment; and (d) school dropout. Students must be 15 1/2 years of age or older in order to enter the special needs vocational training program.

The local schools identify initial student needs, interest, and abilities and make disadvantaged student referrals to the Center. Because a student is referred to the Center as "disadvantaged" on the basis of predicting future performance on past record, the Special Needs staff has

found that, for a number of students, the "disadvantaged" prediction never materializes. The converse is also true. Students referred as "regular" may experience difficulty succeeding in their chosen vocational area and become identified as "disadvantaged" for the purpose of receiving special supportive services.[1/] The Center's emphasis on individualized instruction and its mainstream philosophy for serving disadvantaged students permits easy accommodation to these reversals in status of students referred from the feeder high schools.

From its inception, the Center has been closely associated with a Policy Advisory Committee. Made up of members representing each of the local school districts served by the Center, this committee advises in the planning and operation of the vocational programming area wide. A sub-committee of this Policy Advisory Committee for Area Vocational Education, with consultative help from the Center's Special Needs staff and exploratory discussion with consultant members of the Michigan Department of Education, gave direction relative to the disadvantaged population to be served, and developed a policy position which encouraged the integrated program approach.

Program development continues to be undertaken with the advice of an advisory committee of Special Needs staff and interested public and other agency representation. Currently the advisory committee for the CVAC program consists of the following representation.

2 Special Needs Program Coordinators
2 Teacher-Consultants
2 Parents of disadvantaged students
2 Employers of disadvantaged students
2 Social agency representatives
2 Disadvantaged students
2 Special needs and regular vocational teachers.

The Special Needs Advisory Committee meets three times during the school year, and plans are to expand the number of annual meetings to four. In addition to the Policy Advisory Committee and the Special Needs Advisory Committee, each of the 30 program areas has a Program Advisory Committee.

1/ In school year 1973-74, the percentage of students referred to the Center as disadvantaged was 23%; in school year 1974-75, the percentage was 24%.

In addition to the advisory committees, community involvement and support is solicited and maintained through on-going program components such as Work Study and Coop G, community work and training sites, placement activities, referrals to community resources, facility tours, business-industry visitation, parent conferences, and an annual open house.

Curriculum area program managers have primary responsibility for placement of students in their areas. Placement is coordinated through the Center's Placement Services, and advisory committees are called upon to assist in this area as well. The Special Needs team works with all of these groups in facilitating the placement of disadvantaged students. Also, linkages with labor unions, to some degree, have been established for apprentice programs, e.g., in welding.

An individualized conference is held with each disadvantaged student to determine the student's occupational readiness. A form, the CAVC Student Occupational Readiness Form, is computed and signed by the instructor and student. Information on this form includes: (1) reasons for enrollment in the program; (2) past experiences; (3) student's training commitment; (4) plan of action for achievement of commitment; and (5) provisions for special assistance. Student progress is then related directly to this written commitment and plan of action.

Evaluation of student progress is based on level of competency relative to program performance objectives which have been adapted for disadvantaged students. Program performance objectives are modified on a prescriptive basis for each special needs student rather than on a collective basis for groups of special needs students. A higher degree of specification and identification of intermediate and enabling kinds of performances is used in leading up to the accomplishment of the terminal performances. This is beneficial for both the instructor and student. The Center has developed performance objectives relative to occupational exploration; general and specific job-entry preparation; and preparation for advanced training. The CAVC Student Progress Report form provides, for student by program/job training area, a check on level of competency achieved for

each learning unit as to: (1) completion of unit-employability range, 70-100%; (2) still working on unit; (3) didn't complete unit; and (4) didn't start unit.

One of the major objectives of the Special Needs program within the Calhoun Area Vocational Center is the full integration of disadvantaged students within the Center's vocational program offerings. An assessment of the distribution of disadvantaged students by program area can provide meaningful evaluative information. Such data is available for disadvantaged students enrolled in the Center during Spring semester, 1975. With respect to the goals of full integration, the data indicate that the goal has generally been achieved. Enrollments for both morning and afternoon classes indicated that the average percentage of disadvantaged student enrollment across program areas was 21.11% for morning classes (s = 8.63) and 28.59% for afternoon classes (s = 18.42).

For morning classes, the range of percentages of disadvantaged student enrollments was between 8% and 36%, while for the afternoon classes the range was from 0% to 50%. Total student enrollment in the morning classes was 617; 126 (20%) of whom were disadvantaged. Total student enrollment in the afternoon classes was 532; 150 (28%) of whom were disadvantaged.

Placement rates and follow-up data available for school year 1973-74 provide indicators of the success and effectiveness of the CAVC Special Needs Program. Table I provides information on the status of 133 disadvantaged graduates of the Calhoun Area Vocational Center from School Year 1973-74; 143 disadvantaged graduates were involved in the survey. Results indicate that 81 (57%) were employed at the time of follow-up and that 48 (59%) of the 81 were employed in areas related to their training. An additional 15% were enrolled in continuing education and/or training programs, and another 10% entered the armed services. Only 7% could not be contacted for follow-up survey purposes. The success of the program is further substantiated by data tabulated under II, which indicates that 85% of disadvantaged graduates were either employed, enrolled in continuing education/training programs, had entered the armed services or were not

TABLE 1

Calhoun Area Vocational Center

Follow-Up of Disadvantaged Graduates

School Year 1973-74

General Summary			Excluding G (N=133)
A.	Total number of disadvantaged graduates	143 (100%)	
B.	Number (and percentage) employed at time of follow-up Number (and percentage) employed in area related to training - 48 (59%)	81 (57%)	81 (61%)
C.	Number (and percentage) enrolled in continuing education and/or training program*	15 (10%)	15 (11%)
D.	Number (and percentage) entering U.S. armed services	10 (7%)	10 (8%)
E.	Number (and percentage) unemployed and actively seeking employment	18 (13%)	18 (14%)
F.	Number (and percentage) not seeking employment	7 (5%)	7 (5%)
G.	Number (and percentage) who could not be contacted	10 (7%)	0
H.	Number (and percentage) who dropped out of school	2 (1%)	2 (2%)
I.	B + C + D (employed, continued education/ training, and/or armed services)	106 (74%)	106 (80%)
II.	B + C + D + F (employed, continued education/training, armed services and/or not seeking employment)	113 (79%)	113 (85%)
III.	E + H (unemployed, and/or dropout)	20 (14%)	20 (15%)

* Includes students who returned to their home school

seeking employment. The number who were actively seeking employment but unemployed and those who had dropped out comprised only 15% of the disadvantaged graduates. The data was compiled from a follow-up form for disadvantaged graduates completed by Special Needs Staff. Except for the related training area, all categories are exclusive. The data for disadvantaged students is comparable to follow-up data for regular vocational-education graduates described in the Yearly Follow-Up Survey conducted by the Center's Placement Services Office. The comparison indicates that disadvantaged students were as successful as regular vocational-education graduates in finding employment, continuing their education, or entering the service.

Funds to support the Special Needs Program are provided by local, state and federal sources. Estimated average cost per vocational-education disadvantaged student, including project funds and in-kind costs, for school year 1974-75 was $997. Project funds are obtained on an annual basis from the Michigan Department of Education, Vocational Education and Career Development Services.

Utilization of program resources to serve the vocational-education disadvantaged student population is primarily directed into support for the Special Needs Team members. The program's integrated approach, however, emphasizes the utilization of all of the Center's resources (instructional staff, administration, facilities and equipment, etc.) to assist the disadvantaged to succeed. The Special Needs Team, which provides the extra supports of assistance and coordination for the Center's total effort, is the mechanism which brings these resources together for the vocational-education disadvantaged student.

For additional information, contact Mr. J. Patrick Egan, Director of Special Needs, Calhoun Area Vocational Center.

Edwardsburg Shared-Time Special Needs Program
Mr. Ned B. Sutherland, Coordinator
Career Education Planning District #48
Lewis Cass Intermediate School District
Route 1
Cassopolis, Michigan 49031

This program is for the four school districts in Career Education Planning District #48, located in the rural southwestern area of the state and near the Indiana state line, and within commuting distance from several Indiana cities including Elkhart, South Bend, and Mishawaka. Vocational training for the disadvantaged students enrolled in this program is completed at the Elkhart Area Career Center. The program involves two states working cooperatively to educate students for marketable skills.

The school districts that participate in the on-going shared-time programs are Cassopolis Public Schools, Dowagiac Union Schools, Edwardsburg Public Schools, and Marcellas Community Schools. The four school district area has a secondary enrollment of 2,638 students.

Through contractual arrangements with the Elkhart Area Career Center (EACC), the participating school districts purchase training slots for their vocational students who desire to enroll in courses offered at the EACC. The Edwardsburg Public School District serves as the designated local educational agency to contract vocational education services from the EACC.

The shared-time special needs program was initiated in the spring semester of school year 1973-74 when training slots were designated for 70 disadvantaged and 10 handicapped students. In school year 1974-75, the number of training slots for special needs students was increased to 90 disadvantaged and 15 handicapped students.

The EACC provides training in 28 vocational program areas. Students attend classes in three-hour blocks, five days a week. Enrollment is a function of each of the participating schools. Facility capacity for students enrolled in half-day classes is 1400. The Center is a new facility, constructed at a cost of over $3.5 million, with approximately

150,000 square feet. The Center houses broadcasting and studio facilities for WSJV-TV and WVPE-FM stations.

The shared-time special needs program serves academically and socio-economically disadvantaged students from the four participating school districts. Dropouts are also recruited for the program. Disadvantaged students are enrolled in the regular occupational program at EACC. Special supportive services are provided by a Special Needs Counselor, Career Education Counselors, and instructional aides. Overall coordination and administrative support is provided by the CEPD #48 Coordinator who represents the four superintendents of the participating districts.

The Special Needs Counselor is employed by the Edwardsburg Public Schools and spends 100% of his time at the EACC working directly with the EACC administration, counselors, teachers, aides, and students, and providing coordination with the local feeder school districts. The Special Needs Counselor:

- Serves as a member of the Educational Planning and Placement Committee
- Writes an individual program plan for each special needs student
- Provides individual and small group counseling for special needs students
- Serves as the liaison person between special needs students and their instructor and/or para-professional
- Serves as the liaison person between special needs students and home school
- Serves as the liaison person between special needs students and placement service department
- Coordinates an orientation class which is held twice each semester
- Provides the necessary testing and evaluation for the special needs student to accomplish his goal
- Is responsible to collect from the instructor and/or para-professional an evaluation of the special needs student every four weeks and evaluate his progress in the occupational programs
- Prepares the final report and other reports for the State of Michigan

- Serves as the liaison person between Special Needs Program at the Elkhart Area Career Center and the Director of Vocational Education at the Lewis Cass Intermediate School District for providing information on developing new or renewal of special needs program.

Two Career Education Counselors serve the four participating school districts on a shared-time basis and are primarily responsible for orientation, recruitment, assisting students in career planning, and placement of students into the EACC. Career Education counselors identify students through referral procedures at the local education agencies. Students are counselled into an occupational area congruent with their qualifications and choices. A vocational interest survey is administered to assist students in setting realistic occupational goals. Individual and group counseling sessions are held with students and parents on the EACC program. Visitations are also scheduled for students and/or parents to the EACC.

At EACC, para-professional aides are provided for all except three of the major program areas. Their responsibility is to aid the special needs student in achieving an occupational competency for job entry skills. The Career Center emphasizes an integrated approach in working with disadvantaged vocational-education students. The aides provide the additional support to the instructor to facilitate the integration of special needs students. The Edwardsburg Public Schools, supported by disadvantaged project funds from the Michigan Department of Education, Vocational Education and Career Development Services, provided seven of the 15 para-professional staff involved in the program during school year 1974-75. This number is planned to be increased to ten in school year 1975-76. The other para-professional staff are provided by local Indiana school districts served by the Career Center. Under this cooperative support arrangement, para-professional staff may work with both Indiana and Michigan special needs students in the same class. Because of the integrated nature of the program, they will also work with regular students in the class. Generally, their time is split about 80-20, 80% working with disadvantaged, and 20% working with regular students, which frees the instructor to provide individual

attention to disadvantaged students on an as-needed basis. This is important, for even though the Center emphasizes a "person-centered" approach, curriculum is not fully individualized.

The curriculum offered at the Career Center includes the following occupational areas:

Audio-Visual Technician
Automotive Technology
  Auto Body
  Auto Mechanics
Building Trades
  Mobile Homes
Business Education
Commercial Serving
Cosmetology
Data Processing
Distributive Education
Drafting Technology
Electronics
Food Service
Graphic Arts & Printing
Heating, Air Conditioning,
  Refrigeration
Health Occupations
Horticulture
Machine Trades
Radio and Television
Small Engine Repair
Welding

In school year 1973-74, enrollment data on disadvantaged students indicated that high interest areas were small engine repair, welding, food services, horticulture, nurses aid, distributive education, commerical photography, and commercial serving. In school year 1974-75, vocational-education disadvantaged students were enrolled in 17 of the 28 occupational areas offered at the Career Center.

Identification of disadvantaged students and their entry into the EACC programs is facilitated by a referral registry maintained by the Lewis Cass Intermediate School District, and an Educational Planning and Placement Committee. Referrals from local school districts follow guidelines and criteria for identifying the disadvantaged as stipulated by the Vocational-Technical Education Service, Michigan Department of Education. Such indicators as poor attendance, below average past achievement in basic coursework (1.5 or less on a 4.0 scale), poor social adjustment, or dropped out of school are used. Students must be 15 1/2 years of age or older in order to enter a vocational training program.

Referrals to the intermediate school district are reviewed by the Educational Planning and Placement Committee which is composed of the building principal, director of special education, special needs counselor, and a regular education teacher. When a referral results in a recommendation for enrollment at EACC, a Special Needs Instructional Plan is prepared. This plan, individually developed for each student, is the main instrument to organize his/her vocational education training. It is arrived at after the committee considers a member of available options for programming the student's course. These options include:

- Entering the student in the regular vocational course offered to all students on full time.
- Strengthening the regular courses with whatever ancillary services are necessary to facilitate the learning experience of disadvantaged youth. The Special Needs personnel are informed in this respect through the feedback received from the Elkhart Area Career Center instructors. The para-professionals assist disadvantaged students in the regular course work where necessary. Working on a one-to-one relationship with the student, they use practical examples rather than abstract explanations of the task at hand. They assist the student in interpreting instructions or taking oral tests where reading ability is limited. They make use of teaching aides such as loop films and taped lessons and also ascertain the need for other supportive services.
- In addition to placement in a regular course, placing the student in one of the other programs connected with the special needs programs at the home school such as Part G Co-op or Work Experience.
- Placing the disadvantaged student into full or part-time employment. The Educational Placement and Planning Committee is in constant search of job placement opportunities.

Transportation to the Career Center is provided by each local school district. Transportation is one of the biggest problems involved in this program of interstate cooperation, and is aggravated even more by the time change which takes place every time the state line is crossed.

The program utilizes the involvement of a number of community agencies, e.g., Michigan Employment Security Commission, Comprehensive Employment and Training Act, Southwestern Michigan College, Cass County Mental Health

Center, Probate Courts, and other social and civic agencies. An advisory committee to the program has been formed and is active, meeting three times yearly. Membership is composed of representatives from the Lewis Cass Intermediate School District (Superintendent, Director of Special Education, Placement Counselor, Director of Vocational Education and CEPD #48 Coordinator, School Board Member and Parent, and two special education teachers), the Elkhart Area Career Center (Director of Special Needs, Director of Counseling and Placement Services, Program Director, and Special Needs Counselor), and the Director of Vocational Education for the Elkhart Community Schools. The Advisory Committee meets to discuss the progress and needs of the program and to make adjustments as required.

The disadvantaged students who have completed their performance objectives at the Elkhart Area Career Center and have not completed graduation requirements at the local education agency may enroll in the Regular Cooperative Education Program under the Special Needs Part G guidelines. Cooperative Education Supportive Staff provide the additional special services and assistance needed by special needs students to assure their success. The Cooperative Education Coordinator is responsible for the placement and supervision of these students.

The major goal of the shared-time special needs program is to have 75% of the vocational-education disadvantaged students complete their training for a marketable skill. Evaluative information on the program's outcomes for the three semesters and one summer session that it has been in operation are encouraging.

The 1973-74 Special Needs Program started with 81 students in 10 occupational areas. There were 72 disadvantaged and 9 handicapped students. Seventy-five percent of these students completed the program.

The 1974 Summer Special Needs Program enrolled 68 students in 12 occupational areas. Each student was exposed to six areas in six weeks. There were eight handicapped students and 60 disadvantaged students. Eighty percent of these students completed this exploratory experience.

The 1974-75 program was funded to provide vocational instruction for 90 disadvantaged students and 15 handicapped students. Throughout the two semesters 111 students, labeled disadvantaged by their home schools, entered the special needs program. However, at no time were there more than 90 enrolled. At the end of the second semester, 75 disadvantaged students completed the program at Elkhart Area Career Center. Of the 36 who did not complete the program, 26 can be labeled high school dropouts, ten returned to their home school or continued their education elsewhere, and one student was killed in an automobile accident. Black students represented a higher percentage of dropouts than completions.

Statistically, 68% of the disadvantaged students completed the school year at the Career Center. Seventy-seven percent completed the school year either at their home school or at EACC. Twenty-three percent of the students served during the year dropped out of school.

For school year 1975-76, the program is to be expanded to serve 137 disadvantaged students.

The cost per disadvantaged student served in this special needs program includes the cost of contractual services per student and the cost of the disadvantaged project funds per student. The estimated average cost per vocational-education disadvantaged student was $930 in 1974-75, approximately $430 above the average cost per regular vocational-education student. This difference is accounted for by the support services, primarily para-professional aides and the Special Needs Counselor, provided to assist these students to succeed at the Career Center.

Providing effective vocational education to disadvantaged students is a complex and difficult task. Developing, implementing, and coordinating a cooperative two-state delivery system adds to the complexity. The Edwardsburg Shared-Time Special Needs program is attempting, and succeeding at both.

For additional information, contact Mr. Ned B. Sutherland, Coordinator, Career Education Planning District #48.

Preparatory Occupational Training for Special Needs
Students in Southwest Oakland County
Irving Boynton, Project Coordinator
1000 Beck Road
Walled Lake, Michigan 48088

Walled Lake, a town of 3500 located 20 miles northeast of Detroit, has implemented a program for 69 disadvantaged students drawn from 13 area high schools. Fifty-seven of these students were academically disadvantaged.

The skill training component consists of a two-year sequential program and is based upon the following two major objectives:

1. To assist each student in the attainment of his occupational skill, and
2. To assist each student in becoming employable in a competitive labor market as the result of attainment of that occupational skill

Courses are offered in Data Processing, Welding, Auto Mechanics, Food Service, Total Office Procedures (TOPS), Machine Trades, Greenhouse-Landscaping, Retail, Plant and Floral, and Engineering Drafting. A reading and mathematics program directly related to vocational education is also available to the students in this program. This is not a remedial reading and math program but is part of a support service system which provides services to those students who display an inability to succeed based upon a reading and/or math problem.

Each of the main occupational training areas is provided with a para-professional support person who operates under the supervision and leadership of the professional educator in the classroom. The role of these para-professionals mandates their primary responsibility to ensure that the disadvantaged person has not only an opportunity to participate but is also provided with the necessary tutorial services in order to enhance their opportunity to succeed.

Recruitment contacts are maintained by phone and letter with high school counselors and other people who offer referrals. These people are kept up to date on changes in the program and opportunities for student placement.

Potential individuals or groups of students are encouraged to visit the Center. This visitation includes a tour, a discussion of the Career Opportunities Program and a chance for the student to audit any of the trade areas in which he may have an interest. During the visit, the potential student will have an opportunity to meet the Career Opportunities Staff. Assessment tests are available if the student would like additional insight into his own vocational interest and aptitude.

The program also makes available film strips and movies or speakers for groups that may be in contact with potential disadvantaged vocational education students.

Program support from advisory agencies and the community is impressive. Consultant support services are available and are utilized from the Oakland Intermediate School District. Other agencies providing supportive services to disadvantaged persons within the project are Vocational Rehabilitation, Neighborhood Youth Corps, and the Office of Economic Opportunity. Significantly, the program's special needs committee is composed of persons who are knowledgeable and representative of the disadvantaged and handicapped population being served. The program staff also believe that these people not only provide valuable input relative to viable programming but also feed information back into the community so that taxpaying citizens are aware of the kinds of services available to their children.

Finally, efforts to maintain community support are found in the activities of each trade area as they embark on special projects which make the community aware of the Center and all its programs. Parents of disadvantaged students are asked to evaluate the Career Opportunities Program each year. Advisory committees for each trade area and for the Career Opportunities Program actively increase community support. The Yearly Open House for the Center is quite well received in the community with some 2,000 people attending the 1975 gathering.

Student placement is aided by 1,400 employer contacts within Oakland and Wayne counties from which the school can draw upon. All graduating seniors are personally placed and follow-up work is done with students throughout the year and/or summer of their graduating year. In 1973-74, a follow-up study revealed that 45% of the graduating students were still working in a related vocational area. Twenty-one percent of the students had been employed in an unrelated area. Thus 66% of the 1973-74 graduates were employed. Seventeen percent of the students were not working and information was not available from another 17%.

Assessment of disadvantaged student progress is conducted through several procedures. Biweekly meetings between the Vocational Counselor and the instructor are held to monitor student progress. In the trade area, Performance Checklists are used to document student attainment of trade skills. Each semester the student and his parents receive a Progress Evaluation which describes the student's strengths and weaknesses in progressing toward employability. A Semester Review is also conducted between the Vocational Counselor and the high school contact person. Instructors use progress reports to alert students and their parents to any possible problems.

In 1974-75, $980 was spent on each regular vocational education student. Interestingly, an additional $878 was spent on each vocational education disadvantaged student.

Instructional personnel is considered to be the most important component of the program with 63% of the budget devoted to this. Another priority item was administration and supervision, receiving 10% of the budget. A major portion (23%) was spent for support services.

Mr. Irving Boynton, Project Coordinator, or Mr. Robert S. Kennon, Supervisor, Disadvantaged Vocational Education & Career Development Service, State Department of Education, P. O. Box 928, Lansing, Michigan 48904, should be contacted for additional information.

Vocational Education for Adult Advancement
Dr. William R. Lundell, Program Director
807 N.E. Broadway
Minneapolis, Minnesota 55413

The Vocational Education for Adult Advancement (VE4AA) program is an ungraded curriculum designed for 17-21 year olds who have dropped out of school prior to high school graduation. Located in Minneapolis, the program enrolled 350 academic, socio-economic, and economically vocational education disadvantaged students during the 1974-75 school year. Of the 350 students, two thirds are male and over 80% are white. Students often enter the program as an alternative to regular school. In fact, many have no high school credits. Generally, students are placed on full-time jobs during the day and attend school a minimum of two evenings per week. All classwork is conducted on an individualized basis and all subjects are taught in relation to the job position. The net outcome is that students obtain a General Education Diploma and a full-time job.

The program was expanded from one location, South High School in 1971, to four locations in 1973.

Unlike the Work-Experience Career Exploration Program (WECEP) the city provides for 14 and 15 year olds, the VE4AA student is treated in his or her totality. Assistance and counseling are provided for the student's needs whether these needs are in the home, work, society or school.

Specifically, the program purposes are to:

1. Provide an opportunity for out-of-school youth to achieve a high school diploma or its equivalent
2. Provide guidance and counseling services for young adults first entering the world of work
3. Upgrade job skills resulting in a higher level of employability
4. Counsel students in choosing gratifying work experience toward successful careers
5. Counsel students who wish to continue into a post-secondary educational sequence.

High school credits are granted for regular employment and class work. The class time is directed toward instruction in meaningful occupational relations with primary emphasis on basic skills. High school credits are given for the required areas of English, mathematics, social studies, and electives.

Students participate in the academic component for six hours per week. Forty-eight hours of class time is required before credit is granted. Some or all of the following criteria are used in granting credits:

Satisfactory class attendance
Satisfactory completion of contracted course work
Actively seeking out and obtaining employment
Level of job determined cooperatively with the employer
Number of different positions held within the same company
Number of different employers during the marking period
Time employed during the marking period
Number of days absent from the job.

Coordinators supervise the work experience as well as teach the evening classes. They work with students by directing the job placement relationship with the employer; further, they facilitate the acceptance and promotion of the student in the company.

Significantly, the VE4AA program is tuition free. This may account for the appreciable increase in the participation of students from suburban schools who move to Minneapolis for this type of program.

No concerted advertising is used. The coordinators at VE4AA depend on counselor referrals from social agencies. Students also come at the suggestion of employers who already have a VE4AA student working for them. VE4AA coordinators periodically visit school counselors in the metropolitan area.

In part, community support is governed by participating in the Urban Coalition and by maintaining contact with all the local schools in the metropolitan area. Further, area newspapers and business and industry publications are utilized.

Job placement of students upon completion of the program is not a critical problem since students are placed on full-time jobs as one element of their training. This procedure facilitates the 92% employment rate maintained through the 1973-74 school year.

As might be expected in a large urban area, the program enjoys placement arrangements with both industry and labor. At the end of the 1974-75 school year, 144 employers were involved. In addition, students serve as pre-apprentices in building trades and participate as union members in all businesses where the union is active.

Funding is provided through federal and state funds. According to the program director, $470 per vocational education disadvantaged student was spent annually. Costs of instructional personnel and support services proved to be the most expensive components of the program, consuming 85% and 7% of the budget, respectively. These expenditures are consistent with the program's emphasis on job training and counseling.

Dr. William R. Lundell or Mr. Halvor Birkland, Coordinator, Special Needs Program, Division of Vocational-Technical Education, State Department of Education, Capitol Square Building, Room 536, St. Paul, Minnesota 55101 should be contacted for further information.

Project VEET (Vocational Exploration Experience Training Program)
Mr. Spencer Cooper, Coordinator
City of Dayton Public Schools
Administrative Office Building
348 West First Street
Dayton, Ohio 45402

Project VEET (Vocational Exploration Experience Training Program) is a cooperative program in career exploration and vocational experience training which involves federal, state and local agencies. The program is centered primarily in the Dayton City Schools and the Wright Patterson Air Force Base. During the regular school year, approximately 500 students are involved in Project VEET while during the summer, some 750 students are involved. These students are primarily secondary age students and are drawn from Montgomery, Greene and Clark counties, an industrial center of southwest Ohio.

Project VEET is actually five combined programs, all located on the Wright Patterson Air Force Base. The program includes the following components:

- The STAY-IN-SCHOOL Program offers part-time employment during the academic year to students 16 through 21. Much attention is given to close coordination with the school, the student, and the work assignment.
- The SUMMER AID Program employs students between the ages of 16 and 21, full-time (40 hours per week), during the summer months. Emphasis is given to broadening the young employee's career perception, as well as introducing him to the responsibilities of working.
- The VOCATIONAL WORK STUDY Program is sponsored by the Dayton Board of Education for high school students of the Dayton City School System. Emphasis in this program is placed on increasing a young person's employability by enabling him to see the distinct relationship between his academic studies and employment.
- The DAYTON URBAN CORPS, in cooperation with the Youth Employment Office, places many college students in career related jobs at Wright Patterson. Contractual agreement is made between Urban Corps and the Work-Study programs in the surrounding Ohio colleges.

- The COLLEGE CO-OP Program offers employment to college students in areas directly related to their future vocation. Through a contractual agreement between the college and Wright Patterson, the student completes approximately a five-year program of academic studies and employment, and after graduation is employed full-time at Wright Patterson Air Force Base.
- Supplemental programs include the "Encampment Program" and the Eighth Grade Career Tour of Wright Patterson Air Force Base. With different design, each intends to motivate young adolescents to dream and to plan for a vocational future.

The programs of special concern to this report are the Stay-In-School Program, the Summer Aid Program, and the Vocational Work-Study Program.

The programs are physically located on the Air Force Base and utilize the facilities of both the 2750th Air Base Wing and the Aeronautical Systems Division of the Base. These two divisions provide substantial in-kind Services for Project VEET through furnishing supervisors, work stations and role models in actual work situations. Additionally, the base provides considerable in-kind services in terms of equipment and student salaries.

Among the principal goals of the project are the following:

1. To provide vocational preparation and development for young people by allowing them to participate in the Wright-Patterson work force before they have to make a permanent career decision
2. To accomplish needed work in advancement of agency missions through the temporary employment of youth
3. To set an example to employers throughout the nation by providing meaningful employment and training to our nation's young people which will provide them not only with the opportunity to earn money and to enrich their career goals but also to learn more about the activities of government
4. To provide summer employment at an intern capacity to potentially attract students to government jobs after higher education in order to meet long-range staffing needs in the career occupations.

Project VEET offers work experience training in a multiplicity of occupational areas and specific jobs including the following:

JOB ASSIGNMENTS

Clerical	Blue Collar
Clerk	Produce Helper
Clerk-typist	Laundry Helper
Steno-typist	Refuse Collection Helper
Librarian Aide	Pest Control Sprayer
Computer Aide	Warehouseman
Data Processing Aide	Flight Line Helper
Key Punch Operator	Ward Orderly
Supply Clerk	Building and Grounds Maintenance
Post Office Clerk	

Technical and Skilled

Arts and Crafts	Machinist Aid
Lifeguard	Graphic Arts
Dental Aid	Air Conditioning Helper
Chemical Aid	Electrical Repair Helper
X-Ray Technician Aid	Sheet Metal Helper
Bacteriology	Steam Fitter Helper
Histopathology	Blacksmith Helper
Engineering Aid	Mechanical Helper
Electronics Aid	Painter
Mechanical Drafting Aid	Butcher Helper
Architectural Drafting Aid	Veterinary Aid
Illustrator Aid	Parachute Packing Helper
Math Aid	Tailoring Aid
Photography Aid	

The program utilizes a number of special training features ranging from staffing to the kinds of equipment utilized in the program. For example, a counseling staff is provided to ensure that each student has a rewarding working experience. As liaisons between immediate supervisors and student aides, these professionals guarantee the working situation is successful, both in manpower output for the Air Force and in working training experiences for the students. It is to be noted that this counseling staff not only has degree certification in Guidance and Counseling, but also has additional experience in dealing with disadvantaged youth. Among the specific duties of the Vocational Counselor are the coordination of work and skill training stations; screening, interviewing and referring applicants; conducting orientation sessions; holding individual and group guidance sessions; participating in the pre-vocational experience program and doing follow-up on the participation both in their schools and in terms of their continued employment.

The Project Director is responsible for the program, selection of the staff, project records, organizational structure, planning of supervisory seminars, agency relations, transportation planning, and pre-vocational experiences, and the development of appropriate skill development positions.

The Wright Patterson Air Force Base provides training facilities, equipment and supervisors. The supervisors work with the students primarily on a one-to-one basis, utilizing the facilities and equipment provided by the Base. The Base, a community to itself, contains almost any imaginable equipment that can be found in the industrial/business/manufacturing community; further, Base personnel encourage students to advance as far as possible in learning how to use this equipment. Additionally, the Base provides a stipend permitting students to earn while they learn. The school systems involved as well as the Base share the transportation cost for students by providing buses to and from their regular school positions.

Project VEET is a broad-based project including pre-vocational explorative phases as well as skill training. At appropriate intervals during the school year small groups of participants attend day-long tours and observations in order to gain an in-depth on-the-job orientation to the opportunities available for them in Project VEET. Students are then permitted to apply for positions with the project and are screened and interviewed by the various work counselors in the program. Once accepted, an in-depth on-the-job training phase commences and lasts for a minimum of one semester but usually includes an entire year's work and extends to an 11-week summer phase. Students are permitted to work a maximum of 16 hours a week and are paid the minimum wage. Before taking the positions, orientation sessions and seminars are held to acquaint the students with program expectations and norms that they must support. The notion is to develop the role model for the young employee; strategies for continuing the development of role orientation are human relations exposure with the counselor and on-the-job training with the supervisor. This is primarily accomplished through a series of conferences, interviews, and visits through the course of the semester, year, and summer. While technically Project VEET does not have a placement component that permits project staff to permanently place

students directly on the job, the staff notes that 35-40% of their students are placed in career work and/or additional training related directly to their Project VEET training. Further, postcard follow-up surveys indicated that 80-90% of the students who participated in the program found work or additional training at the completion of high school. Additionally, up to 20% found continuing work at the Air Force Base.

It should be noted that Project VEET work-training is keyed, wherever possible, to the student's interest and aptitude. Further, no prior experience is necessary; rather, a willingness to learn a new skill is the only prerequisite.

Formal evaluation of Project VEET is conducted each year, geared particularly to measuring the motivational structure of students who participate in the program. This is accomplished by using the Rotter I-E Locus of Control Scale, the Minnesota Vocational Interest Inventory and The Self Directed Search questionnaires. The notion is that by providing successful work experience for students, they will come to exercise more control over their skills, judgments, and desires. Additionally, potentially negative self and work attitudes will be replaced with confidence in one's own ability. Results support the major premise that when student interests, needs, and personality are matched to the chosen skill training area, that optimum student performance and job satisfaction are achieved. Additionally, written staff evaluations support this same premise.

The funding for Project VEET is multi-agency and multi-level. The city of Dayton public schools provides a major amount of support for Administration, Counselor/Staff, and Transportation. Greene and Clark counties assist the programs proportionate to the number of students each system has involved. The State Department of Education Division of Special Needs is also a major means of support. Additionally, Wright-Patterson Air Force Base provides major support through student stipends and in-kind services.

While the number of in-kind services are not computed, the other sources of funding are combined in such a manner that approximately $180 is the

average per pupil expenditure for vocational education disadvantaged students if one does not include any estimation of the in-kind services.

Money spent on a counseling-work/training program such as Project VEET has paid handsome dividends for the program as attested by a dropout rate of only 3%. Additionally, the high placement rate of 62% overall is impressive in a year of considerable unemployment.

The major expenditures for the program are in the support services and administration components respectively.

For additional information about Project VEET, please contact Mr. Spencer Cooper, Project Director, or Mr. Richard A. Macer, Assistant Director for Special Needs Services, Division of Vocational Education, State Department of Public Instruction, 611 State Offices Building, 65 South Trent Street, Columbus, Ohio 43215.

Academic Vocational Adjustment Program
Mr. Donald Anderson
Vocational Education Coordinator
Badger High School
Lake Geneva, Wisconsin 53147

This program serves 47 disadvantaged students, the majority of whom are white males, in Lake Geneva, Wisconsin, a town of 4,000 located in the extreme southern part of the state.

The program, which has been in operation since 1967, concentrates on the academically limited student in grades 9-12 who is identified as having learning disabilities. According to the program director, the school's greatest responsibility is to relate all forms of academic and vocational experiences to the problems that particular students will encounter in schooling and work; additionally, the school must train individuals within a flexible four-year program to the ultimate goal of placing the student into work situations that have, in effect, been planned through his own basic needs for an entire high school career.

Program objectives are:

1. To provide training to the students involved at a level in which they can progress to a point where they can obtain and hold a job
2. To provide a continuous and coordinated educational and vocational program for the student who possesses learning disabilities
3. To develop a more realistic attitude in teachers, parents, industries and firms and the general public toward the student with severe learning disabilities
4. To establish a feeling of usefulness, confidence and accomplishment in students who would otherwise be lost in the general high school curriculum
5. To provide the community with a source of dependable young workers, who, without this coordinated effort, may become a burden to the society.

Theoretically, the Academic Vocational Adjustment Program is intended to bring the student to a level of achievement which will enable him to obtain and pursue an appropriate vocation commensurate with his ability. Thus, each student is given the special instruction and proper guidance

needed to recognize his maximum potential. Students in the program participate in all phases of the established AVAP curriculum. However, special interests and abilities are recognized and developed.

Specifically, ninth grade students report to a specially designed and equipped area within the school for approximately three hours each school day. During this period of time, concentration is directed toward the academic areas of science, math, reading, English, and social science. This phase of the program is designed to be very flexible, and structured to compensate for the short attention span of the students enrolled in the program. Time is allocated for supervised study during the academic block which enables staff members to work with students on individual problems.

To prevent feelings of segregation and to develop within these students a feeling of belonging to the entire school program, the AVAP students are permitted to eat lunch with the other students in the regular lunchroom after their academic block. They are also in homerooms with the other students.

After lunch, the students enter a program in the practical arts in which they will be exposed to the various aspects of the occupational groupings available to them. Shop and laboratory are utilized to give the student an insight to the types of occupations available, and to assess the continuing need to attend the program. The program staff believes in providing experiences that create a sense of belonging and improve self-concept. The students end their day in the block area where special help can be provided. Assignments which have originated from the time the students left the block area are the focus of attention.

AVAP students at the tenth grade level have a similar program except that the vocational aspects receive more emphasis and the academic areas receive less. The eleventh and twelfth grade AVAP students will have instruction in academics only on a limited basis, and only at the request of the instructors in a given area. Most of the work done during

these two years is along vocational lines. Moreover, students are released from school part of the day to gain some work experience in areas of competence or interest. Some AVAP students progress into regular vocational courses during the last two years and all AVAP students who are employable are assisted in finding jobs.

Significantly, the AVAP program is not a one-teacher, 30-student approach. Rather, it is a continuous progress type approach that allows each student to progress at his rate of learning to the depth he wants. In addition, much of the reading and math is made pertinent by relating it to current problems and interests, rather than isolating each subject area. For example, instead of working 25 math problems, getting the right answers and stopping, a student using the AVAP method would enter the calculation and apply the answer to a project in one or more of the vocational areas to see how it is correct. Likewise, a reading assignment might apply to a pertinent topic in a vocational class.

Also included in the first two years of AVAP are vocational orientation, occupational analysis, and employment orientation. Vocational orientation is an introduction to all the possibilities available for training within the school or community. Occupational analysis is a study of several possibilities for a job so that the best choice may be made out of several possibilities. Employment orientation is the preparation necessary to obtain and hold a job in the near future.

Finally, citizenship, health and safety, consumer knowledge, and social behavior are included in the four-year program in several areas of the curriculum.

Students are selected to participate in this program at the ninth grade level by the Differential Aptitude Test, Form L. Additionally, the recommendation of the previous year's teacher is considered in the placement of the student.

The Differential Aptitude Test can also be used to specify abilities that the student possesses. For example, the educational program of the child will be concerned with mechanical abilities, clerical skills, etc., and each of these areas are measured on the Differential Aptitude Test.

Other students who have behavioral and academic problems and who have not been identified through the preliminary screening are admitted to the program also. In such cases, the staff of the Department of Pupil Services provides psychological and psychiatric information relative to the child's disability and his qualifications for such a program. Additionally, in some cases, parental conferences are used to identify students eligible for the program.

In 1974, six disadvantaged students completed the program. All were placed in jobs and all six were followed up. In 1975, ten students completed the program and were placed. Placement is carried out primarily through personal contacts and through the school's job bank system.

To encourage community support, two advisory committees which meet twice annually have been formed. Further, on occasion, newspaper coverage is provided.

Evaluation of the program's effectiveness is determined by several tests including the Wide Range Achievement Test. Previous experience and data indicated that progressive academic decline is associated with the type of student population being served by the AVAP program. Thus, the staff believes that if the students enrolled in the program are merely able to maintain their standing of the previous year, the program would be successful in preventing academic regression. However, not only did the students maintain their relative standing at the end of the school year, but actually increased significantly their relative academic standing compared to the national norm group. Such a degree of increase in academic achievement and in relative standing is highly significant and encouraging in terms of the value of the type of program being provided to AVAP Badger High School students.

The program director estimated that $225 per student was spent during the 1975 school year on regular vocational-education students. At the same time, $750 was spent on each vocational education disadvantaged student.

A large majority of the program's funds was spent on instructional personnel. Instructional material was considered to be the second most important component.

Mr. Donald Anderson or Mr. Harold Sahakian, Consultant, Field Services, Community & Special Project Coordination, State Board of Vocational, Technical, and Adult Education, 4802 Sheboygan Avenue, Hill Farms State Office Building, Madison, Wisconsin 53705, should be contacted for additional information.

REGION VI

Fargo Area Vocational School
Michael D. Thomas
P. O. Box 807
Brinkley, Arkansas 72021

Brinkley Public Schools
800 South Mouth Street
Brinkley, Arkansas 72021

The Fargo Area Vocational School is located in Brinkley, a town of 5,000, situated in rural country midway between Little Rock and Memphis, Tennessee.

The program is connected with the Brinkley Public Schools and enrolls 95 students annually, some 95% of which are classified as vocational education disadvantaged students.

The physical plant of the school is a facility formerly used as a state training school for girls, located three miles outside the Brinkley city limits.

The programs offered include courses in Building Trades, Welding, Automobile Mechanics and Health Occupations. The students are drawn entirely from the surrounding area and are recruited in several ways including the following:

- Special tours through the facilities are conducted for prospective students
- Public relations work to alert students' attention to the program is carried out
- Occupational Education Orientation programs are presented in the various local high schools
- Counseling referrals from the high schools are made.

Community support is enlisted by an open house held at the school by an advisory council that promotes the program's activities, by civic club presentations, and through community service projects performed by students. In addition, local radio and newspaper coverage is often sought. One main advisory committee and four crafts advisory committees which meet four times a year are used to coordinate school and community activities and to promote community support. 153

Job placement is carried out through efforts of the Comprehensive Employment Training Act (CETA) Coordinator, advisory boards, and by the program director and staff. Counseling services are provided to students through the high school which they attend. Thus, close cooperation between the school and the facility is maintained.

The program's placement record is very good. Forty-five persons completed the program in 1975, 35 of whom were placed. Of these persons, 30 are in positions where their continued employment status can be assessed by the school staff.

Significantly, the program's dropout rate decreased in 1975 from the 1974 total. In 1974, of the 100 disadvantaged students enrolled in the program, 15 dropped out. Only 5 of 90 students enrolled in 1975 dropped out. Expenditures for this program centered in several major areas. For example, over half the program budget was allocated to wages and salaries for instructional personnel. This personnel category has been identified as the most important component of the program. Administration and supervision was considered to be the second most important component.

In terms of per pupil expenditures, the Program Director indicates that the program increased the expenditures per student by $50 in 1974-75 to $650 per student per year. This increase represents an increased expenditure of $70 per student.

Mr. Michael D. Thomas or Mr. Raymond F. Faucette, Supervisor of Disadvantaged and Handicapped Programs, DVTE, State Department of Education, State Education Building, Little Rock, Arkansas 72201, should be contacted for further information.

Career Advancement Program
Ms. Virginia Faubel
Parkview High School
2500 Barrow Road
Little Rock, Arkansas 72204

The Career Advancement Project is designed to serve Parkview High School students who are potential dropouts. These students are socially, economically, and educationally disadvantaged such that these factors prevent them from succeeding in the regular cooperative office education program. Too often, if they do not drop out of school before graduation, these students tend to drift, taking courses which are usually not helpful in preparing them for a job. Placement in a program where they are given special instruction and individual attention enables them not only to develop self-confidence and self-respect but also to acquire the skills and knowledge necessary to obtain an entry-level job in the business world.

Seventy-eight Parkview High School students are enrolled in the program; 88% are female and the majority are black.

The Career Advancement Program is an office occupations training program. As soon as the students achieve requisite performance capability, they are placed on jobs so that their training can be obtained in an out-of-school setting. For this reason, a placement coordinator works closely with the program.

Specific program objectives are to:

1. Enable students who ordinarily would not succeed in a regular business education program to acquire a marketable skill
2. Develop a curriculum that will meet the needs of disadvantaged high school students who are potential dropouts
3. Provide for individualized prescribed instruction oriented toward occupational education
4. Provide real-life work experiences for which students receive remuneration and academic credit.

The program involves two phases. The first phase is devoted to preliminary preparation. Initially, disadvantaged students develop basic skills in math, reading, writing, spelling and related education necessary to perform entry-level job skills. Then, the student is presented with a variety of materials including advanced instruction in business education. The second phase is almost identical in scope and procedure to a regular cooperative office education program whereby students attend school during morning hours and are placed in real-life work experience programs during the afternoon hours.

More specifically, the three-year program operates in the following manner:

Tenth grade students explore occupational clusters while developing basic skills by studying English, math and word-study workbooks. Students learn the typewriting keyboard and the 10-key adding machine by touch. Guest speakers, films, records and tapes are used as teaching and motivational techniques. Students are expected to decide on a career objective and pursue it in detail. Additionally, students obtain their social security cards and do part-time work whenever possible. Finally, students learn basic filing and banking procedures.

Eleventh grade students spend one half-year learning office procedures and a second half-year learning clerical record keeping in conjunction with the Gregg Office Job Training Program. In this program, each student works on a different job; career objectives are re-evaluated and necessary preparation for working is defined. Students learn the techniques for typing, printing, using electronic calculators, and filing, as well as mailing and telephone procedures. Attitude and self-presentation skills are also stressed, including attention to good grooming, proper dress, and how to get along with people. Students are also taught how to locate, apply for and keep a job, as well as personal record keeping, budgeting and banking procedures. They receive contact with the business community through field trips and guest speakers. These students meet for a two-hour block, one hour of which is spent with the entire class and one hour of which is spent working with office machines and on individualized jobs.

Twelfth grade students reinforce skills and traits learned during the previous two years through placement when possible in a cooperative work experience program. Instruction related to their work is conducted for these students. Students still not ready for actual work experience are placed in a sheltered work experience program such as working for a school department or a school office. However, all students are placed on jobs during the second semester of their senior year. Importantly, many of these students continue on these jobs as permanent employees.

During the summer of 1974, twelfth grade students worked as part-time employees in offices as typists, file clerks, stock clerks, mail clerks and other similar jobs. Other students have obtained positions on their own as sales clerks in various stores.

In future years, all seniors will be placed on jobs by the end of the summer and will be enrolled in a cooperative-type program, attending required classes in the morning and performing actual office work in the community during the afternoon. Finally, specific performance levels must be established before students will be placed in a cooperative work situation.

Students enter the Career Advancement Program in several ways. Counselors visit junior high schools to inform potential students of the program; students already enrolled enlist friends. In addition, students are interviewed by counselors who recommend the program as the best means of securing a job after graduation. Approximately 2/3 of those students who completed the program in 1975 were placed into jobs.

An advisory committee meets three times a year to assist in program planning and securing placement positions. Although labor unions do not participate in the program, many employers hire students each year. Thus, a continued flow of job opportunities is available. Moreover, new employers willing to hire students enrolled in the program are discovered each year.

The Project Director estimates that $537 per disadvantaged vocational education student was spent in 1973-74, with the two most important priorities for spending this money being the program components of Instructional Personnel and Instructional Materials and Supplies.

Mrs. Virginia Faubel, Mrs. Linda Kosar, or Mr. Raymond F. Faucette, Supervisor of Disadvantaged and Handicapped Programs, DVTE, State Department of Education, State Education Building, Little Rock, Arkansas 72201 should be contacted for additional information.

Meat Processing and Marketing School
Western Oklahoma Area Vocational-Technical School
Jim Morlan, Program Director
P.O. Box 149
Burns Flat, Oklahoma 73624

The Western Oklahoma Area Vocational-Technical School is located in Burns Flat, a town of 1000, approximately 100 miles west of Oklahoma City. Elk City and Clinton, both towns of less than 10,000 are the towns of appreciable size nearby.

The school serves the Western Oklahoma-Technical School District No. 12 and surrounding communities, or anyone who needs or desires training in a course being offered. Fees are 50¢ per class hour for members of the Vocational District 12 and $1.00 per class hour for those outside the Area Vocational-Technical District. Among the courses of study offered are the following:

Aircraft mechanics
Auto body
Auto mechanics
Graphics communication
Distributive education
Business and office practice
Health services careers
Commercial food production
Fashion design and interior decoration
Welding
Practical nursing
Meat processing and marketing
Diesel mechanics.

The physical plant consists of 32 buildings which are located on 101 acres of land with parking lots, streets, and utilities that serve the area.

All the classes except the last four listed above operate in areas of 1500 to 3000 square feet. Welding and practical nursing classes are held in 5000 square feet areas. The largest classroom areas are reserved for the meat processing and marketing and the diesel mechanics classes. Each has an area of over 7000 square feet.

In addition, an evaluation area furnished with the necessary equipment to test persons in carpentry, plumbing, welding, etc. occupies 6000 square feet.

The purpose of the Western Oklahoma Area Voc-Tech Center is to provide experience and training in the vocational and technical fields that cannot be feasibly provided in the individual schools.

Other objectives include:

1. Assisting the student in making intelligent vocational choices
2. Equipping the student with a salable skill
3. Assisting the graduate in finding gainful employment
4. Developing among students pride in a job well done
5. Developing a positive, desirable attitude toward their work, co-workers, and employer
6. Encouraging and strengthening the confidence of young men and women in themselves and in their work
7. Developing character, to train the student for useful citizenship, and to foster patriotism
8. Developing safe work habits
9. Encouraging a desire in students to complete their high school work as well as attend other educational institutions

The Meat Processing-Marketing Class represents a typical school program which includes disadvantaged students. Twenty students, predominantly white males and identified as vocational education disadvantaged, are served in this program. The course is designed to run 46 weeks. However, the students are not limited to this time span and are allowed to progress at their own rate of achievement. According to the instructor, the rate of achievement will be determined by the ability, self-confidence, attitude, and motivation which the student possesses. Decision as to the length of training time required for each student is based on the evaluation of the instructor concerning the student's progress and achievements made during the course.

Before the course is begun, or before a new student enters an on-going program, a screening committee meets to determine the sincerity of the student who is seeking training in the meat marketing-processing field.

Upon entering the program students are given an orientation to the classroom, instructed in plant sanitation and become familiar with the safety procedures to be used with all equipment.

The instructor attempts to provide field instruction also. For example, the Meat Processing-Marketing Class attends two livestock auction sales each month to keep abreast of the changing prices of beef, pork, and lamb.

During the 46-week period beginning January 6, 1975, the class toured several packing houses observing the techniques of slaughter house operations. Several students found this to be a very difficult and different, but interesting experience. The students have suggested that tours of this type should be added to the Meat Processing-Marketing Course curriculum.

Further, the district public secondary schools in the Voc-Tech area have toured the Meat Processing-Marketing Course. The purpose of the tours is to orientate the students as to the availabilities in the field of meat processing and marketing.

Students are recruited by statewide referrals from several employment agencies. Related industries also recommend the course to present or prospective employees. Finally, the staff makes frequent visits to high school seniors and FFA groups. Applicants are interviewed and screened with regard to background, experience, and program interest in order to limit the number of potential dropouts.

The school's placement record is excellent. In 1974, 22 of 31 disadvantaged students enrolled completed the program and all 22 students placed in jobs. Of those 22, 18 follow-up inquiries were completed. In 1973, twenty students were enrolled in the program. Of these 20, 13 completed the program and all were placed. Furthermore, all 13 have been followed up.

Local interest in the program is high. Work trips to related businesses, open houses, contests for 4-H and FFA and cookouts for prospective students enhance community participation.

No relationship with labor unions exists, one reason being that very few labor unions are located in the area. However, assistance is provided by a state advisory committee which meets yearly and a local advisory committee which meets three times annually. In addition, the meat packing instructor is a frequent banquet speaker, a recruitment and support technique which has proven quite successful. Moreover, he belongs to several meat processors' groups and maintains close contact with these groups.

Among the more important expenditures attributable to this program are expenditures in the components of Instructional Personnel, Facilities, and Support Services.

Mr. Jim Morlan or Mr. Jack Herron, State Coordinator for Disadvantaged and Handicapped Persons, State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074 should be contacted for additional information.

Learning Skills Center
Mr. Thomas S. McGee, Director
Learning Skills Center
3200 Center Street
Houston, Texas 77007

Houston Independent School District
3830 Richmond Avenue
Houston, Texas

The Learning Skills Center, located in Houston, Texas, is a special program for handicapped vocational students originally adapted from a Special Educational/Vocational Pilot Project. The Center presently serves 215 students from 19 secondary schools within the Houston Independent School District. The students range in age from 14 to 19 years, 65% of which are minority group members.

The Center consists of four components: vocational training units; an academic learning center; vocational adjustment coordinators; and special education counselors. The vocational training units are food services, general construction, nursing and child care services, building maintenance training and the newly added horticulture. Students are not restricted to one specific skill area; they are, in fact, encouraged to move about across all five training units. A common core of "work adjustment skills" have been identified as essential to successful performance on any job. The emphasis has thus shifted away from the teaching of job-specific skills toward a more generic type of curriculum focusing on such attributes as promptness, task completion, attending behavior, safety, and human relations. Job-specific skills are still taught, but instead of being presented in isolation, they are now reorganized around the work adjustment skills concept. The philosophy behind this practice is that ability to get a job is less important than the ability to hold a job; further, the ability to hold a job is strongly related to job adjustment capacity, a subject which the Center feels can be taught.

A behavior modification system is employed to establish appropriate student behavior and learning. First, appropriate behavior are identified and students are awarded tokens for performing these traits. The token

system is employed for both establishing appropriate learning skills and study behavior as well as for establishing acceptable conduct in the classroom. A special education counselor operates the token economy, keeping account of the number of tokens each student earns and/or loses per day. In this way, the counselor becomes aware of early signs of behavior problems and can design an intervention program when necessary.

Upon entry into the program, the student is assigned a rank of trainee. As he progresses, he is promoted to the rank of apprentice, and finally, the highest rank, assistant instructor. These ranks are earned through the accumulation of points awarded for appropriate behavior. When the rank of assistant instructor is earned, the student receives all Center privileges free (without having to "spend" his points) and is among the first to be recommended for job placement.

The academic component is operated by the special education teachers and also utilizes the token economy system. There is constant effort to coordinate the academic and vocational components, again emphasizing work adjustment skills.

A vocational adjustment coordinator works closely with the counselor in helping to arrange meaningful on-the-job placement experiences for students who have attained the rank of assistant instructor. After successful completion of this final phase of training, the student is granted a high school diploma recognized by the Houston Independent School District.

Recruitment at the Learning Skills Center occurs mainly by referrals from school principals and counselors. An active effort is made to disseminate information about the Center to administrative personnel in the six geographical areas of the Houston Independent School District.

To enlist community support, the Learning Skills Center employs five advisory committees composed of individuals in the community from each skill area. The committees meet approximately three times per year to evaluate program progress and to make recommendations for improvement.

Of the 215 students enrolled at the beginning of the 1974-75 school year, 46% were either graduated or placed on a job. This figure rises to 69% if one considers the total population as only those students attending at the end of the school year. At present, the Center has no follow-up procedure; thus, the effectiveness of the program over time could not be ascertained.

There are no training or placement arrangements with labor unions at present. The program itself is a joint venture between Vocational Education and Special Education with both agencies taking an active role in the operation of the Center.

An evaluation of the Center's progress by the Texas Educational Agency one year following its reorganization indicated that the Center could be used as a demonstration project for other school districts in the state and that it should be allowed to expand its facilities for the school year 1974-75. Further, the token economy has proven so successful that the Houston Independent School District Transportation Department recommended that it be piloted across the entire school district. Since its reorganization, the Center has increased its enrollment from 11 to the current enrollment of 143; increased its daily attendance of students to 90%; established a stable token economy; shifted the curriculum from specific skill building to work adjustment skills; and added another vocational skill area of horticulture.

Funding for the Learning Skills Center is provided by state, local, and federal monies. Since the Center is a joint venture of Vocational Education and Special Education, these two agencies also contribute substantially. The Special Services Organization funds the Academic Center and other agencies in the community provide support services. A total of $435 per regular vocational-education student was spent in 1974-75 as compared to $831 per vocational-education disadvantaged student. The major expenditure for the program was in the area of support services (guidance counseling, tutoring services) followed by expenditures for instructional personnel, facilities and instructional materials (supplies and equipment).

For further information about the Learning Skills Center, Thomas S. McGee, Director, or Ray Barber, Director, Division of Occupational Research and Development, Division of Vocational Education, Department of Occupational & Technical Education, 201 E. 11th Street, Austin, Texas 78701 should be contacted.

Coordinated Vocational Academic Education (CVAE)
Mr. John W. Youngblood, Vocational Director
Loop 256 East
Palestine, Texas 75801

The Palestine C.V.A.E. Program is intended to provide students with special training in vocational and modified academic instruction. The program is designed for students with sufficient vocational skills to enable them to enter a semi-skilled job and sufficient academic training to enable them to graduate from high school.

The program presently serves 103 students ranging in age from 14 to 16 and living within the Palestine Independent School District. To be eligible, a student must be at least one or more years behind academically and must be able to profit from the program; students classified as special education are not eligible. The Program is housed on the regular school campus and operates parallel to the regular school curriculum. The philosophy behind the parallel operation is to prevent a stigma from developing due to the program's isolation from the regular school. Further, it is anticipated that many of the C.V.A.E. students will return to the regular school curriculum prior to graduation.

The objectives of the program are to prepare students for gainful employment, to provide a level of academic training commensurate with the student's ability and to return students to the regular vocational program where possible. To accomplish these objectives, individualized and group methods of instruction are provided with accompanying laboratory or work experience.

There are two types of programs operating, offered to two age groups. A pre-employment laboratory program with a modified academic curriculum leading to graduation is provided for students age 14 and over. A second program for those students age 16 and over is the C.V.A.E. Cooperative Part-time Training Course with a modified related academic program which also leads to graduation. The vocational phase of the Pre-employment Laboratory Program involves training related to clusters such as:

- Farm and Ranch General Mechanical Repair
- Office Duplication Practices
- General Mechanical Repair
- Home and Community Service Occupations.

Other courses may be added as the need arises. A laboratory session which correlates with the academic segment is held daily. Students enrolled in lab classes normally enroll in a minimum of three modified academic classes which meet graduation requirements. Once the student has acquired sufficient skill in the vocational phase, he is assigned to a job in order that he put these skills into practice. Although the student is not paid for his work, the opportunity to learn from on-the-job experience is invaluable.

The vocational phase of the C.V.A.E. Cooperative Part-time Training Course for those 16 and over involves the student in paid employment for a minimum of 15 hours per week. The student must be employed within three weeks from the date that he enters the program. The teachers of these students meet frequently with the employers to discover areas in which students may need further classroom instruction and to evaluate student progress. There is also an active effort to coordinate classroom instruction with the student's job experience.

The modified academic curriculum is ungraded and tailored to meet the needs of the students. A portion of the instruction is highly individualized and scaled to the individual's ability level while the other instructional component is of a group nature. Group activities are designed to develop satisfactory attitudes toward school and the work environment and to teach social and civic responsibilities, leadership, and human relations skills. Courses offered are math, science, English, and social studies. Both the academic and vocational components are supported by guidance and counseling services.

Recruitment primarily occurs through the use of achievement test scores which provide a justification for referral. Additionally, the

student must be recommended by at least three teachers and a counselor who assists in placing students in the appropriate C.V.A.E. program.

Community involvement is enlisted mainly through the use of advisory committees and cooperative employers which are referred to as "patrons of the school". Advisory committees for the C.V.A.E. program are taken from the regular vocational education programs. These committees serve no administrative function but are instrumental in evaluating program operations, assessing training needs, and publicizing and promoting the programs.

There were no current placement or follow-up data available from the Palestine C.V.A.E. program except a report of 100% program completions. There exists an evaluation of current statewide C.V.A.E. programs which report impressive statistics related to decreases in dropouts, absenteeism, suspensions, and discipline problems.

A need for follow-up data exists since an important measure of the success of a program lies in the degree to which it is able to place its students in suitable employment.

The C.V.A.E. program is administered by Texas Educational Agency and receives state, local, and federal funding. A total of $362 per vocational-education student is spent annually; this represents an increase of approximately 15% above expenditures for regular vocational-education students.

The largest three areas of expenditures within the program are for instructional personnel, support services, and administration and supervision, respectively. In-kind services are also provided by employers in the community.

For more information regarding the Palestine C.V.A.E. Program, Director John W. Youngblood or Mr. Ray Barber, Director, Division of Occupational Research and Development, Division of Vocational Education, Department of Occupational & Technical Education, 201 E. 11th Street, Austin, Texas 78701 should be contacted.

REGION VII

School Without Walls
Harold Berryhill
Newton Community High School
East 4th Street, South
Newton, Iowa 50208

Newton is a small manufacturing city of 16,000 located 30 miles east of Des Moines. While the city supports several industries, the area surrounding Newton is predominantly rural. The population is predominantly white and middle class. The total school enrollment is approximately 4,650 students, 1000 of which attend the senior high school.

Since January 1971, the School Without Walls Career Exploratory Program has been funded by the Special Needs Section, State Department of Public Instruction. Beginning in 1973-74 the program was redesigned to encompass the total career education concept, K-12. The project is located at the Senior High School, one of the two junior high schools, and one of the eight elementary schools.

One hundred and thirty-eight voc-ed disadvantaged students currently being served in regular programs have been identified in grades 10-12. In addition, 55 special education students in grades K-12 are considered disadvantaged and served in the special program.

Project "Success", one component of the total program, was instituted in the public schools in the fall of 1973. The program has substantially increased the academic performance and related behavior for a maximum of 75 secondary students annually. Significantly, dropout rates from regular school programs decreased by 1/3 from the previous year.

The Program is directed by a Special Needs Director (SND) and directly involves an associate director, guidance personnel and several school administrators. Additionally, teachers are involved in the program by means of a referral system that functions to place students in contact with the SND.

Students <u>electing</u> to participate in the program receive continuous monitoring and counseling to assist them in attaining academic standards

and maximizing their use of school and community resources. Students eligible for the program are identified by:

- Interviews and staffing
- School records and academic grades
- Youth program criteria for low income
- Counseling and observation.

In addition to increasing marginal student performance, the "Success" staff contacts dropout students during the course of the school year to follow-up on their progress or lack of progress and collect data that may increase staff insight into the dropout problem. The program also provides counseling and an awareness of alternatives to students leaving or who have left school. Alternatives for dropouts include adult education, use of the Iowa Employment Service, and the re-entry procedure for regular school.

Specifically, the SND and staff provide:

- At least one counseling session per week with each student to discuss academic progress and determine individual needs of the student (academically as well as other) as they develop. Individual strategies are structured for each student and that student's progress is noted each week.
- Teachers supply student progress reports to the SND every two weeks for each "Success" student they have in class.
- One contact is initiated with each student's parents each month to ensure a beneficial working relationship of mutual understandings.
- The SND meets with each program sponsor (a professional staff member who is working with each student) once each week to discuss progress, problems and strategy for each of the sponsor's students.
- The SND arranges teacher staffings as deemed necessary or beneficial to increase effectiveness in obtaining increased student performance and involvement in school activities.

In addition, all the "Success" program students are provided with information regarding the availability of post-high school opportunities. This is accomplished via materials, counseling, community resources, and persons in the economic sector, as well as through information concerning training services and benefits provided by the state. This objective

is reflected in the student's career plan which is established during the year.

Another aspect of this program involves the incorporation of career awareness education in the existing special education programs in grades K-9. The SND conducts this program in conjunction with the special education classroom teacher. The principle strategy employed is the provision of in-service activities and multi-media resources to teachers in the special education classes.

The Chamber of Commerce Education Committee has served as Advisory Committee for the career education and special needs program during the past several years. This group provides support for in-service training materials and is kept abreast of program updates. Future plans call for increasing the role of the Chamber's advisory committee for special needs.

Other support services are frequently used including the Newton Planned Parenthood Association, the Jasper County Mental Health Center, Halfway House, a home for alcoholics, the Juvenile Probation Office, Iowa Lutheran Hospital, the Graduate Equivalency Diploma Program, and the Elementary Remedial Program.

Little financial information was available concerning the project; however, it should be noted that the project spends an additional $225 per voc-ed disadvantaged student each year, over and above the average per pupil expenditure for vocational education students in Newton.

Harold Berryhill or Mr. Dan Kroloff, State Chief of Special Needs, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319, should be contacted for additional information.

Work Experience
Mr. Arnold Paulsen, Coordinator of Guidance and Counseling
Cedar Rapids Community Schools
346 2nd Avenue, S.W.
Cedar Rapids, Iowa 52404

The Work Experience Program for special needs students is conducted each school year and summer in Jefferson, Kennedy and Washington high schools in Cedar Rapids Iowa, a city of 110,000, located in the east central part of Iowa. The program serves 85 vocational education disadvantaged students that represent the full spectrum of types of disadvantagement and racial/ethnic background.

No classroom instruction is offered in this Work Experience Program. Instead, the project was designed to provide the target population with direct, hands-on vocational experience. Specific objectives of the program include:

1. .To have 100% of the special needs students on the Work Experience Program participate in a minimum of 10 of the 15 career education presentations scheduled in their building
2. To have every special needs student participate in at least seven small group conferences with their peers, a counselor and the Work Experience teacher
3. To have each special needs student meet in a minimum of ten individual conferences with his/her counselor and/or Work Experience teacher
4. To have each special needs program student be visited at least five times while on the job by the Work Experience teacher;
5. To have each employer complete a written evaluation of the student three times during the school year
6. To have three self-evaluation forms completed by each special needs student in the program during the school year
7. To have all special needs students on the Work Experience program be evaluated six times during the year by the Work Experience teacher.

Student accomplishment of these objectives led to the realization of other more general, long-range goals and outcomes. For example,

- The students' attendance records improved
- The students exhibited better self-images and feelings of self-worth
- Students made more visits to counselors and Work Experience teachers to discuss employment possibilities
- A few students dropped out of the program but felt responsible to it and thus informed the Work Experience teacher about their specific reasons for doing so.

The program administrator identified two aspects of the Work Experience program he believed to be helpful to other educators: (1) small group meetings were held with Work Experience teachers and counselors to discuss job conditions and on-the-job experiences; and (2) informal contacts as well as regular meetings were maintained between the Work Experience teachers and the central office to enhance cooperation between programs and keep abreast of job opportunities in the community.

Students enter the program through staff, social service counselors, parents and occasionally, self-referrals. Community interest in the program is stimulated by speakers and by video tapes of student activities shown to various community groups. Community interest is also maintained by continuing contact with employers and close cooperation with the state employment office. The project's placement record is excellent. Eighty-two percent of the students enrolled in 1974 were placed while the 1975 percentage was only slightly less at 78%. Follow-up procedures include questionnaire, phone and personal contacts.

Sixty percent of the funding for this project comes from local funds while only minimal federal support is received. Such funding arrangements have led to a critical situation in which some teaching positions have been lost as teachers were terminated in an effort to balance the school budget. It is estimated that increased expenditure in the component area which provides for Work Experience Coordinators would permit an increase in enrollment and effectiveness by 50%.

The program administrator estimated that $1350 was spent on each student in 1973-74, while $1500 per student was spent during 1974-75. Not surprisingly for a program of this type, support services such as work coordinators, guidance counseling and tutoring were considered to be the project's most important component. Other components considered to be important were instructional personnel (teacher aides, etc.) and staff development (in-service training and program visitation).

Additional information can be obtained from Mr. Arnold Paulsen, Coordinator of Guidance and Counseling or Mr. Dan Kroloff, State Chief of Special Needs, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319.

World of Work
Mr. Jerry McCloud, Coordinator
J. C. Harmon High School
2500 Steele Road
Kansas City, Kansas 66106

The World of Work Program began operating at J. C. Harmon Senior High School in the fall of 1973. The program was intended for students in the early high school grades who drop out of school before they have reached an age or level that permits them to enroll in vocational courses in the city schools. In addition, the program sought to help the young person at the 10th grade level relate English, math, reading, and other academic courses to the world of work.

Harmon High School was judged to be an excellent site for such a project because it was a new school and thus a good place to introduce a pilot program which could influence future curricular offerings; additionally, the school is not overcrowded, space in pleasant surroundings is available, and the principal is supportive. Lastly, and most important, the makeup of the two communities which consolidated two older schools to form the new school reflects a similar cross-section of people as exists within the total school system.

Twenty-four students participated in the program during 1973-74, while 26 were enrolled the following school year. Both years, the ratio of males to females and whites to blacks was three to one.

The general objectives of the program include:

1. To provide the student with individual help so that he will remain in school
2. To assist the student in developing his outstanding qualities
3. To assist the student in recognizing and overcoming any deficiencies which are hindering his progress in school
4. To give the student exploratory experiences to enable him to make a logical vocational choice
5. To help the student gain confidence through a positive teacher approach
6. To develop good habits and attitudes of work by coordinated work experiences.

Specific objectives include:

1. Keeping the student in school
2. Enabling the student to successfully complete required courses for credit
3. Providing student experience in a wide variety of career opportunities
4. Providing students on-the-job experience
5. Obtaining good student work habits and attitude as reflected in successful work reports
6. Obtaining improved student attendance over previous record.

Students are selected for the program by the counseling staff at Harmon High School. Additionally, these counselors as well as the instructor-coordinator of the program remain available to these students.

Classroom procedure centers on an instructor involved with two groups of 10 students in a classroom/laboratory situation for two hours each. The remainder of the day is release time for work and work-coordinating activities. During the first hour of the two-hour classroom/lab activity the instructor provides the student with exploratory and general work-related experiences. The second hour the instructor provides direct assistance to the student in any area in which the student needs help, including work situations, classroom problems or outside situations which are affecting the student's success in school. Additionally, the teacher confers with the academic instructors in order to develop meaningful and pertinent materials for each student.

Most importantly, the instructor assists the student in securing various jobs and then works regularly with the employer to ensure that the student is successful in the position. Moreover, the instructor is expected to visit each student on his job at least once a week. A summary or evaluation sheet is maintained on each student and includes information such as visits by instructor, help given by instructor, problems on the job, different jobs worked on, areas of success, areas of lack of achievement, and a final summary report.

The program coordinator believes the work experience program serves several purposes: it allows the student some income; the student learns good work habits, attitudes, and the value of doing a good job; finally, the work experience assists students in making a future vocational choice.

As the students complete the program, a follow-up procedure is used to determine if they obtain employment, pursue additional training or need additional assistance in securing a job.

Twenty-five students were enrolled for all or part of last year. Fourteen completed the program, six moved from the district, two stayed in school but could not adapt to holding a job, two retained their jobs but dropped out of school, one entered the armed forces, one re-entered the academic program and one, according to the program coordinator, "withdrew from society." The program coordinator, who considers the program successful, estimated that the project prevented 80% of these students from becoming statistical dropouts.

The project was funded as a special project through the Area Vocational Technical School. The responsibility for salaries, equipment, supplies and curriculum supervision remains with the Area School personnel. A fiscal breakdown of the program reveals that federal and local funds are combined to provide the additional $180 per disadvantaged student that is required for this project. The major areas of expenditure are for personnel and for equipment.

Jerry McCloud, the program coordinator or Mr. Wilbur Rawson, State Supervisor of Exemplary and Special Needs, Division of Vocational Education, 120 East 19th Street, Topeka, Kansas 66612, should be contacted for further information.

Youth Opportunities Unlimited (YOU)
Mr. Roy Hedrick, Director
1139 Urbandale Drive
Moberly, Missouri 65270

The Youth Opportunities Unlimited (YOU) project is a pre-vocational, modified academic training program which serves students in grades 9-12 who have been classified as vocational education disadvantaged students. The program director identifies these students as either potential dropouts or those students suspended from the regular academic program. Of the 609 students enrolled in the vocational education program, 73 are considered disadvantaged.

This 10-month program was established in Moberly, a town of 12,000 approximately 30 miles north of Columbia, the state capital, because school officials and members of the community realized that five to six percent of the students were dropping out of school and trying to enter the world of work without a salable job skill.

The Moberly program is open entry; thus students can enter the program at any time. Upon entering the program the student will decide, along with the coordinator, what his training goals are. If he wants to work toward a high school diploma, his program will be directed toward that goal; if the student wants an entry level skill, he will be trained in that skill and may leave the program as soon as he can demonstrate the skill at a job-entry level of proficiency. The program focuses primarily on pre-vocational exploratory interests in order to enable students to enter the Area Vocational Technical School or the world of work.

According to the coordinator, the YOU program is designed to help those students who are unable to experience success in the traditional academic program and who fail to qualify for acceptance in the vocational program. Students enrolled in the YOU program receive occupational training that qualifies them to be admitted to the regular vocational classes at Moberly Area Vocational Technical School, or they receive training that allows them to be placed on the job while learning occupational skills in the YOU classes. These students are allowed to enroll in academic classes at Moberly High School if they desire to work toward a diploma.

Courses offered at the Moberly facility are divided into academic and pre-vocational areas. Academic courses include vocational math; vocational language arts, in which reading, spelling, penmanship and oral communication are stressed; vocational social studies, in which current events, geography, government and social problems are offered; consumer education, with courses in consumer law, money management and insurance; and career exploration, in which students are expected to research various careers as a means of making a career choice.

The pre-vocational curriculum includes a mechanics block, featuring auto mechanics and body repair; a construction block, which includes courses in carpentry, electricity, welding and blueprint reading; a business block, which emphasizes typing, shorthand and general bookkeeping; and a home economics block, with instruction given in clothing, child care and development, food and nutrition and interior decoration.

What YOU provides is an alternative to dropping out of school that has given several students the "second chance" they needed to earn a diploma and learn a job skill.

Students enter the YOU program as recommended by the principal of the high school or the junior high school or the students can apply directly to the program coordinator. Applicants are considered for admittance if they reveal not only regular school absenteeism and frequent classroom disruptions, but also a rebellious attitude toward school personnel, emotional disturbance related to home environments, suspension from school and/or a juvenile delinquent record.

Moberly has a community advisory committee that not only helps determine policy but also serves in a supervisory capacity while the program is in operation.

At the end of each school year, the coordinator undertakes a follow-up study on those students who have participated in the program. Students leaving the program are included in the follow-up for a period of five years after they were last enrolled. Former students not returning

the short questionnaire form are contacted by telephone or in person when possible.

No arrangements for placement with labor unions exist. However, the program does have the cooperation of the Employment Security Office.

Of the 73 disadvantaged persons enrolled in the vocational education program during the 1974-75 school year, 19 completed the program. Of these, 17 or approximately 88% were placed in either continuing education programs or employment.

The project is funded by the Missouri Department of Elementary and Secondary Education and through local funds. The cost per "regular" vocational-education student is $550 while the cost per disadvantaged student is $1,000. A large majority of the annual budget was spent on two components, instructional materials and instructional personnel. Administration and supervision and support services account for most of the other expenditures. The coordinator considers the money spent on instructional materials and administration and supervision the most important.

Mr. Roy Hedrick, Project Director, or Mr. Miles J. Beachboard, State Director of Disadvantaged and Handicapped, Division of Vocational Education, Jefferson City, Missouri 65101, should be contacted for additional information.

Project Hands-On Training (HOT)
Mr. Ed Schwartzkopf
Project Director
Lincoln Public Schools
720 South 22nd Street
Lincoln, Nebraska 68510

The public schools of Lincoln, a city of 150,000 population and the capital of the state of Nebraska, in conjuction with the Nebraska National Guard, the Department of Special Vocational Needs in the Nebraska State Department of Education, and the Neighborhood Youth Corps, instituted a three-month summer program for disadvantaged youth who meet the vocationaly education disadvantaged definition as established by the Office of Education.

Project Hands-On-Training (HOT), which is offered at Lincoln High School, was established with a group of students who wanted to become involved in a program combining schooling and on-the-job training. Students attend classes for three hours each morning at Lincoln High School. In the afternoon, they are transported by bus to the National Guard Armory where each student is assigned a co-worker who instructs the student in three hours of on-the-job training each day. The program operates from June 10 until August 5, and encompasses three-hour sessions or 51 total hours of instruction.

The principal objectives of the program are to provide:

1. A schooling and job training program which is practical and useful
2. Experience and training which will help young people to be better prepared to do career planning
3. Experience and counseling which will help young people to develop desirable work attitudes and habits.

According to the Project Director, after interviewing students, counselors, and co-workers, the first objective was met with each student. The second and third objectives were met with few exceptions.

The classes offered in the program are business, engine mechanics, machine shop and electronics. The teachers of these classes are regular

qualified teachers from the Lincoln Public Schools. All students attend classes in one career area each session. On the first day of classes, the content of each class is explained to the students in order that they may select the class in which they are most interested for the first session. Near the end of the first session classes, students are polled about which class they want for second session. They are again placed in the class of their choice for a second session. Each student receives training in two areas and has a total of 102 hours of instruction.

In addition to the regular class and laboratory work, the teachers also take their classes on field trips in order that students see business and industry related to what they are studying in class. Students are also dismissed one day for a field trip to the Nebraska Technical College at Milford.

For the afternoon on-the-job training portion of the program, each student is assigned to a co-worker for the summer. These co-workers are regular full-time employees of the National Guard. In an effort to ensure compatibility each student must express a desire to be involved in this portion of the program. As an additional measure, no guardsman is forced to take one of the students for training. Finally, each student is assigned a job in an area in which he has expressed a desire to receive some (or additional) training. Inevitably, several students get job assignments that do not provide the training they are hoping for, but adjustments can be made early in the program in most of these situations.

These students, all economically disadvantaged, are referred by school counselors and by welfare agencies working with low-income families. Before entering the project, each student must express a desire to be involved in a program which would combine schooling and on-the-job training. The students receive regular Neighborhood Youth Corps pay for the training program.

An advisory committee composed of the State Department of Education, National Guard personnel and community members meet annually to make

suggestions for the program. School staff and National Guard personnel meet regularly to promote the program.

No connection with labor unions is indicated, but 40-50 students have been placed with co-workers employed by the National Guard.

The project coordinator estimated that an average of $322 was spent on each disadvantaged voc-ed student in 1975, an increase of $33 per student over the previous year.

Eighty-three percent of project funds were spent on instructional personnel which the project coordinator considers his most important component. The only other expenditure of consequence was for support services. Very little direct outlay of money was allotted to instructional materials and supplies since these are often in-kind services provided by the Guard.

Mr. Ed Schwartzkopf, Project Director, or Mr. Steven Equall, Director of Special Needs, 233 South 10th Street, Lincoln, Nebraska 68508, should be contacted for additional information.

REGION VIII

Ms. Betty Cooke or
Ms. Linda Sorrento, Coordinator
Supplement Services Program
Adams County School District #12
10280 N. Huron Street
Denver, Colorado 80221

The Supplemental Services Program is a tutorial services program serving Adams County School District #12. The program is geared specifically for those students who were unsuccessful in the regular vocational education program.

The program serves a total of 2,032 students, 276 of whom are classified as disadvantaged. These 276 students are divided almost equally between males and females and represent both Spanish and Anglo backgrounds. One-to-one tutoring is offered in addition to regular classroom instruction in the following cluster areas: business, home economics, trades and industrial technology, and cosmetology. In the vocational areas, "hands on" experiences are provided to enable the student to apply classroom theory to a practical work situation. The work experience also improves the student's employability.

The program operates jointly with the regular school program and is housed in the same area. Unlike the traditional school, however, the Center employs pre- and post-tests to evaluate student progress. An individualized self-paced program is tailored to meet individual learning needs and ensure student success.

Prospective students are identified and referred by the vocational teachers. The bases for referral are often test scores, attitude, and attendance. Diagnostic test scores are also gathered by tutors and are used to justify referrals. One successful recruiting strategy employed by coordinators and tutors in regular vocational education classes is a special presentation aimed at enlisting self-referrals.

Community involvement in the Center has been created through field trips to various community industries. Although advisory committees are

not presently operational, vocational teachers canvass the community in an effort to find prospective employers and job placement sites for students.

Placement and follow-up data for individual vocational education disadvantaged students are not collected since this program operates in an open-entry, open-exit format. Data from the total vocational education enrollment figures are quite encouraging. Eighty-eight percent of those students eligible to complete the program did so during the 1974-75 school year. Additional encouraging information includes a low (12%) dropout rate for vocational education disadvantaged students. Further, the 64% increase in the number of vocational education disadvantaged students reclassified to regular over the past two years is indicative of a substantial degree of improvement in the program's effectiveness.

The cost per regular vocational-education student is $2100. The additional cost per vocational-education disadvantaged student is $98 per year. The major expenditures in the program are for salaries of instructional personnel, administration and supervision, instructional materials and supplies and staff development, respectively. Funding for the program is provided by federal, state, and local education agencies in addition to in-kind services provided by community agencies.

For more information about the Supplemental Services program, the reader should contact Ms. Linda Sorrento, Coordinator of the program or Mr. Paul May, Supervisor of Special Programs, State Board of Vocational Education, 207 State Services Building, 1525 Sherman Street, Denver, Colorado 80203.

Cooperative Vocational Education Program
Mr. Jerald Rosenberger, Director
Browning High School
Browning, Montana 59417

The Cooperative Vocational Education Program is an on-the-job training program for disadvantaged Indian students and is housed in rural Browning High School on the Blackfoot Indian Reservation. Most of the program's 71 students suffer from academic, socio-economic, cultural or linguistic disadvantagements that prevent them from succeeding in the regular classroom. The biggest problem among the students of the school district has been the high dropout rate. Further, few of the students who graduate go on to other training or other institutions of higher learning, thus they are thrown into competition for unskilled jobs. The program offers students the opportunity to work part-time while learning a job skill and completing requirements for graduation. It is anticipated that the program will decrease the dropout rate and unemployment rate, which rises as high as 80% in the winter.

The program operates on a ten-month basis and serves School District #9, primarily a farming community. Students are exposed to highly individualized classroom instruction in the basic academic and vocational educational courses. The classroom instruction occurs in the morning and students work part-time in the afternoon.

The major objectives of the program are to provide Indian students with an incentive to complete high school, to provide entry-level training and thus to increase employability of graduates, to raise the standard of living of graduates to the national average, and to provide graduates with alternatives regarding the location of their employment. As a long-range result, it is anticipated that graduates will become less isolated from the mainstream of American life.

The morning segment of the training program is composed of career exploration, individualized skill training, and attitudinal training. The attitudinal training segment stresses responsibility, punctuality, and

human relations. The student is also taught job-getting skills such as the interview, résumé, application and appropriate dress code and behavior. The vocational training courses in the various cluster areas are taught in the regular classroom at the high school and are not technically a part of the Cooperative Vocational Education Program.

The afternoon cooperative work experience is arranged by the program director in consultation with the student in an effort to match the student's interest to an available job. Evaluation of student progress occurs through a variety of avenues such as student self-evaluation, employer evaluation, director evaluation, and progress reports (including attendance records, attitudes, and grades). The student is counseled throughout his work experience by the director and his employer. Also, since the community is relatively small, most employers know the families of the students and can involve them in the students' educational and career plans.

The main avenue of recruitment for the program is through word of mouth from student to student. Information about the program is also disseminated by bulletin board notices, local newspapers, and class announcements.

Community support for the program has been slow in developing but is presently increasing at an encouraging rate. An advisory board and a Business and Employer Board composed of community members give the community some voice in the operation of the program and encourage commitment to the program's objectives. Prospective employers appear to be receptive to the idea of having a trained labor force at hand in the community and are willing to participate in training in order to make this possible.

Since the program has only been in operation for two years, placement and follow-up data were not complete. The data available, however, are optimistic. The lowering of the dropout rate to 11% is an indication that students' motivation to attend has increased. Also, the director

reported 100% placement of students in either continuing education programs or employment. Thus, the short-term objectives of a decreased dropout rate and absenteeism, improved grades, and increased number of graduates appear to be realized. Only extended follow-up data will indicate whether the more long-term objectives have been accomplished.

Financial support for the program comes from a three-year State Department of Education funding source for exemplary programs. As 1974-75 was the second year of funding, some concern over future financial support exists. At present, the only major program expenditure is for instructional personnel at approximately $100,000. Funds for materials and supplies are currently being provided by the local school district.

The most pressing need of the program is financial support. With the help of the local school district, funds for instructional materials and supplies are being provided, but in order for the program to continue to operate, some other agency must assume the financial responsibility.

The reader should contact Director Jerald Rosenberger or Mr. Allen J. Anderson, Supervisor of Special Needs and Exemplary Programs, Vocational and Occupational Skills, Office of Superintendent of Public Instruction, Capitol Building, Helena, Montana 54601.

Diversified Occupations Program
Mr. Jack Adams
Assistant Superintendent and Project Director
Diversified Occupations Program
Courture School District
Turtle Mountain Community School
Belcourt, North Dakota 58316

The Diversified Occupations Program is a vocational education program serving eleventh and twelfth graders in the Courture School District. The program offers two types of classes. The first type consists of classroom instruction designed to teach the technical knowledge necessary for satisfactory job performance. The second type of class consists of teaching those less tangible skills important for acquiring and maintaining a job such as application procedures, human relations, safety, and consumer education.

The objectives of the second type of instruction relate to the student's ability to grasp the concept of work as a valuable, respectable and complex activity in contemporary society. The student is expected to understand concepts related to consumer education, responsibility, and the value of an education.

General goals of the program are to assist the student in finding the areas of work which coincide with his interests, to finalize career goals, to become aware of what is expected of him as an employee, and to acquire a good work attitude. As a consequence of the program, it is anticipated that the student will learn to acquire personal satisfaction and a sense of fulfillment from work.

The major course offerings in the Diversified Occupations Program are sales, health occupations, office practices, carpentry, and mechanics. Students enroll in basic academic courses such as history, English, social studies, and math in addition tc reserving part of their day for special vocational classroom training. For example, a student interested in sales work would take the basic academics required for graduation but, in addition, would take Business Math, Business Law, Sales and Merchandising. A student interested in Health Occupations may take Health and Psychology

and Sociology in addition to the required courses. Some occupational areas require two credits of skill courses per year while others require one.

In addition to the course offerings, students are also placed in paid cooperative work placements. If proper training stations are available and if the student has performed satisfactorily academically, he is placed in an on-the-job experience for a minimum of 15 hours per week and a maximum of 20 hours per week. While on the job, the student has the same responsibilities he would have if he were a permanent employee.

To adequately assess the student's progress, the employer evaluates the student at least three times annually, the teacher evaluates his classroom performance frequently, the Job Placement Coordinator makes site visits to observe the student's work, and the counselor holds periodic meetings with the student to check his progress.

To involve the community in the program's efforts, an advisory committee composed of instructors, parents, and businessmen in the community offer their evaluations and recommendations about the curriculum. Although the group has no real administrative power over the program, they provide useful feedback from the community and involve the community in the program's operations.

The program is currently funded through the 1968 Vocational Education Act, Part B; however, information on per pupil expenditures were not available.

For further information about the Diversified Occupations Program, the reader should contact Mr. Jack Adams, Assistant Superintendent and Project Director or Mr. Jim Mohler, Supervisor of Special Needs, State Office Building, 900 East Blvd. Avenue, Bismarck, North Dakota 58501.

The Branch Program (Diversified Satellite Occupations Program)
Ms. Janice Romney
Director of Pupil Services
Granite School District
340 E. 3545 South
Salt Lake City, Utah 84115

The Branch Program is a large, four-component operation serving disadvantaged students within the Granite School District. The goal of the program is to meet the needs of all the students enrolled in the school district. In an attempt to reach this goal, the program employs a skillful combination of group guidance, work experience, and individualized instruction to offer appropriate assistance to each student. It should be noted that students may be admitted into the various Branch Programs from the regular program and may likewise leave the Branch Program to return to the regular program once a satisfactory level of functioning has been achieved.

The Branch-1 Program is located within each high school and is specifically geared to the dropout or the potential dropout who is likely to leave school because of poor academic achievement and/or poorly defined vocational goals. Potential enrollees are referred by the administrator, counselor, parents, teachers, students, courts, or probation officers. If anticipated enrollment is larger than capacity, a screening procedure is employed based on anecdotal reports, attendance, assessment of student's motivation, and some determination of student's suitability for the program. Classes within the program are composed of no more than 15 students each. Such a practice is highly conducive to individualized instruction and careful scrutiny of student progress.

Morning is reserved for academic course offerings in math, science, English and social studies. Afternoons are left open for activities related to individual student needs and interests. For example, students may enroll in classes needed for graduation as well as on-the-job training or other specialized activities. The curriculum is completely individualized and ungraded. After completion of his prescribed program, the student may return to the regular program.

Vocational training is also provided within the Branch-1 program. Students are exposed to work awareness, work experience, and vocational counseling as part of this training. The cooperative work experience (on-the-job training) is perhaps the most essential part of the vocational curriculum.

To assist students with personal or other problems, counseling services are available in the form of group and individual counseling sessions. Most students enrolled in the Branch Program have poor self-concepts and lack self-confidence. In a group setting, the student learns to perceive himself more realistically and receives emotional support and feedback from other group members. Also, human relations type courses are taught in an effort to train students to improve interpersonal skills.

The Branch-2 program is but one component of a larger district-wide plan. Branch 2 is a career-instructional counseling center located away from the regular school setting to help those in need of special attention. Geared to the junior and senior high school student, the program specifically serves the dropout in an effort to provide him with a curriculum to enhance his self-confidence and sense of personal fulfillment.

Students enrolled in the program generally suffer from environmental, physiological, social, and/or psychological disadvantagements and handicaps. These factors, most of which are present to some degree in all enrollees, result in poor self-concepts, low achievement, and a consequent lack of interest and even contempt for school.

The aim of the program is to elevate the student to a level of functioning sufficient to permit him to move to another Branch Program, return to a part-time job or school program, take courses for graduation, or attend adult classes. Enrolled students are those admitted because of academic, attendance, or behavior problems. Screening and referral normally takes place by Branch personnel.

The particular focus of the program is toward enhancing the student's personal-social development and modifying his behavior. Although academics are important, the students in this program have emotional problems which are more pressing than the academic problems. As a result, academics and

job placement, though important, take a back seat to group and individual counseling and therapy.

The aim in the 2-A subcomponent of Branch 2 is to tailor the curriculum to the needs of the student through individualized instruction. One-half day is spent at the Center and the remainder of the day is spent in on-the-job training. Courses at the Center are science, math, social studies, English, and arts, all centering around a career education format.

The Branch 2-B subcomponent is designed for the junior high student. The daily schedule is somewhat comparable to that of the senior high student. The first half day is spent at the Center taking academic course offerings with the rest of the day reserved for career education activities such as work experiences, field trips, etc.

The Experimental Redwood Facility, Branch 2-C, is arranged for junior and senior high students who come for instruction and counseling for approximately 2-3 hours per day. They are then transported to their respective home schools or to a Branch-1 program. As improvement is registered, the student can enroll full-time in Branch-1 and then return to the regular classroom. The entire curriculum is ungraded in order to avoid labeling the student. An individual leaves when he has successfully completed the learning contract designed by him and his teacher.

Vocational training for the three Branch subcomponents differs with respect to junior and senior students. Junior students take part in field trips and other exploratory activities as preparation for the final career decision to be made later in high school. High school students, through consultation with their counselor, make career decisions and enter into on-the-job training in the chosen cluster area.

Another resource program in Branch-2 is the Youth Services Program. Designed especially for junior high students who are high risk dropouts and borderline juvenile delinquents, the program strives to increase school attendance and decrease the numbers of contacts with law enforcement officials and the courts. Students remain in their home schools in the

mornings while their afternoons are spent at the Habilitation Center. Two afternoons per week are spent in intensive group counseling while the other three are spent in exploring job skills in several areas. Student statistics indicate that the Center is accomplishing its two objectives of increasing school attendance and decreasing delinquent behavior.

High school students whose needs are not met through Branch-1 or Branch-2 can enroll in Branch-3. This program is designed for students who want to complete high school but extenuating circumstances prevent the accomplishment of this in the regular school setting. For example, some students may need to work full-time while completing requirements for graduation while other students may need to take evening courses to supplement their daytime load. Still others may be forced to leave school for emergency reasons yet would like to receive a GED Certification immediately. Students may also take an on-the-job training sequence as in the other programs.

Branch 4-A is designed for young mothers in grades 7-12 who need to complete school while maintaining their family responsibilities. Were it not for the program, many of these girls would have to leave school to care for their children. The students are offered a complete program of academics, vocational training, and counseling leading to graduation.

The final program, subcomponent B of Branch-4 is especially designed for emotionally disturbed high school students who cannot function in the regular program. The major objectives of the program are to decrease the student's anxiety, improve self-image, extinguish all maladaptive behavior patterns and replace them with new, more socially acceptable behaviors as well as to offer academic training. A full range of academic teaching, vocational training and counseling are provided to accomplish the program's objectives and to help the student return to the regular classroom.

In all the Branch programs, the goal is to ultimately return the student to the regular classroom. If the student, for whatever reason, does not progress to a level acceptable for regular classroom admittance,

he may graduate from the program in which he is enrolled. With the full realm of academic courses, vocational courses, on-the-job training, counseling and individualized instruction available, the Branch Program is equipped to deal with most student problems.

To involve the community and enlist the support of its members, the Branch staff has arranged speaking engagements before various civic groups to explain the program's operations, goals, outcomes and benefits to the community.

The various Branch programs are funded through one or more of the following: Vocational Education, Community Education, Special Education, or revenue from ADA/ADM. To maintain the Branch-1 program, teachers, counselors, and other personnel redistributed their class loads to allow for the extra classes. Also counselors and vocational education teachers are reassigned from other duties to allow for the extra time spent in the program. Major expenditures for the program are in the area of instructional personnel and supplies. Although regular school staff may assume some of the load, extra staff is required to maintain the 15:1 student-teacher ratio in the Branch program classrooms. The estimated annual per pupil expenditure for vocational education disadvantaged students is approximately $1750.

In-kind services are often provided by community resource agencies. The program receives support and cooperation from technical schools, MDTA programs, social welfare agencies, courts, mental health, youth centers, private industry, and the Family Services Committee.

Even though current data is not yet available, evaluation results from 1972-73 indicate that the program is preventing dropouts, improving school attendance and self-concepts, increasing the number of graduations, and successfully placing students in meaningful employment.

For further information about the various Branch programs, the reader should contact the Director of Pupil Services, Ms. Janice Romney, or Dr. Charles S. Winn, Supervisor of Special Needs, 1400 University Club Building, 1362 South Temple, Salt Lake City, Utah.

Facilities, Industrial Materials and Resources--
To Provide Indian Students Equal Opportunities
in Agricultural Education

Mr. Arland Carlson, Program Director
Lander Valley High School
1000 Main Street
Lander, Wyoming 82520

The Lander Valley High School Program for the disadvantaged, operative since 1973, was designed to provide Indian students with special vocational training. The high school district has been plagued with a high Indian dropout rate; further, most Indian students who graduate choose not to continue their education beyond high school. Additionally, the traditional school vocational education program has not attracted a significant number of Indian students, thus the need to initiate a special program became obvious.

The program presently consists of ten students classified as culturally, educationally or economically disadvantaged. Eight of the ten enrolled students are Indian. The goal of the program is to provide these students with the materials and experiences to motivate them to remain in school and acquire vocational skills.

Students in the target population are channeled into an integrated four-year program of agricultural mechanics. Traditionally this has not been a high-interest program for Indian students, but the addition of work experiences, projects, fairs and F.F.A. activities have sparked student enthusiasm and involvement.

The course content has also been revamped. Materials and instruction are available for students to construct a usable horse trailer. Also, equipment and instruction in ranch management techniques enable students to acquire knowledge of irrigation, fertilization, and nutrition. The techniques acquired may be practiced on land leased by the Agriculture Department from Lander Valley High School. As a part of the work experience aspect of the program, students renovate pastures, design irrigation facilities, employ weed control, and manage livestock.

Additional student involvement has been stimulated through planned F.F.A. activites and arrangements for students to attend the national F.F.A. convention. It is anticipated that students will develop a sense of identity and a sense of belonging through program participation, one outcome of which should be prolonged program participation leading to graduation.

Students for the program are recommended by teachers of regular vocational education classes. An attempt is made to publicize the program throughout the community with word of mouth being the most effective advertising medium. Advisory committees are also used to enlist and maintain community support. Further, community members are welcome to visit the program at any time.

Since the program has only been in operation for two years, there have been no completions from which to gather placement and follow-up data but according to the Project Director, student interest and enthusiasm is overwhelming. The zero dropout rate certainly suggests that student interest is being sustained.

The program is funded entirely through Part B of the Vocational-Education Act since local school monies are not available. The total average annual cost per vocational education disadvantaged student is $1290, an amount several times the direct cost per regular vocational education student. Approximately 80% of the program's budget is spent for instructional personnel, a number one priority item according to the Director. The second largest expenditure is for instructional materials, supplies, and equipment.

For further information about the program, Mr. Arland Carlson, Program Director or Mr. Abel S. Benavides, Consultant in Occupational Special Needs Programs, State Board of Vocational Education, Capitol Building, Cheyenne, Wyoming 82001 should be contacted.

REGION IX

Tucson Skill Center
Ed Acuna, Director
55 North Sixth Avenue
Tucson, Arizona 85701

The Tucson Skill Center is an outgrowth of the 1962 Manpower Development Training Act. It is program for young adults (age 16+) using both the Pima County Community College District and the State Department of Education, Division of Vocational Education, as the sponsoring agencies. Its purpose is to train men and women in skills that will lead to meaningful employment.

The Center is located in the city of Tucson and serves a population of students drawn from Pima County. These students, some 1477 of them, are all classified as vocational education disadvantaged students. Further, as a group, they include a large proportion of Spanish surname and Indian students.

At the present time, the Skill Center offers training in the following basic areas:

Automotive	Health Occupations Program
Auto Body and Paint Repair	Basic and Related Education
Business Education	Meat Cutters

Other special programs (Diesel Mechanic, Welder Helper, Electrician Helper, Maintenance Mechanic are all related to the mines)

Among the goals and objectives of the Center, those dealing directly with students are judged to be most critical.

The Tucson Skill Center stresses personal human development in addition to the trainee's chosen skill development. The Skill Center provides an open environment conducive to learning which includes individual counseling, instruction and encouragement. The methods of instruction are trainee oriented and the staff is constantly searching for new innovative ways in which to provide an alternative method of instruction in order to reach each individual trainee's needs. Additionally, the Center is committed

to continuously striving for a good working relationship with agencies and the local community. Individuals are encouraged to take pride in his/her own heritage and be proud of it; and, at the same time, recognize and appreciate the differences which stem from differing backgrounds.

The occupational objective of the clusters is to provide trainees with the necessary training for job entry into the various skill areas, dependent on the trainee's interest, aptitude and ability. Each cluster, therefore is divided into skill levels so that some job classifications will require extensive training and others will require minimal preparation. Instructors are provided Department of Labor descriptions of all job classifications within their respective clusters to enable them to direct their training efforts toward specific job positions.

The educational objective is designed to complement and further enhance the trainee's likelihood of success in his chosen occupational pursuit. Additionally, trainees are provided the opportunity to master the computational and communicational skills related to their chosen occupation.

Taken together, the staff believes these opportunities lead to the overall objective of providing the tools necessary for untrained persons to become self-respecting and self-supporting.

The program itself is an open-entry, open-exit 12-month program utilizing Learning Activity Packages to achieve an individualized instructional format. Jobs are broken down into required discrete tasks and training materials are constructed to provide instruction and evaluation of student performance related to each of these tasks. Not only does this format assist the student in learning, but it also aids the instructor in continually revising his curriculum.

The Center also provides meaningful work experience for trainees, both at the facility and in the community. This program is geared to the operation of a number of "businesses" such as a butcher shop in which the trainee acquires hands-on experience in the practical application of this trade. Additionally, the Center works to assist agencies and companies in

the community in identifying prospective employees, thereby facilitating job placement upon completion of the program. Further, the Center provides entry level employment information to the trainees to assist them in finding a job. Importantly, this information is gathered from employers in an on-going industry survey which assesses manpower demand in the area.

Other services available to trainees enrolled at the Tucson Skill Center are counseling, health services, and referrals to other community agencies such as Legal Aide, Child Guidance Center, Mental Health Center, Family Debts Counselors, and Federal Housing Administration.

All training, books, materials, and use of equipment is provided at no cost to the trainee. The trainee also receives a living allowance to help provide money for living expenses while in training. The amount varies according to the individual and his/her family situation and is determined by the referring agency.

While the Center does not have direct links with local labor unions, the Center staff maintains continuous contact with local businessmen, in terms of training, placement, referrals, and advisory committee participation.

The program has been quite successful. The dropout rate has declined from 20% to 12% over the past several years. More importantly, the program has been extremely successful in preparing people for jobs as evidenced by the job placement rate of completers of 83% during 1973-74 and 60% (in spite of high unemployment) during 1974-75.

The program is funded through a variety of sources. The prime sources are the Arizona State Department of Education and the Pima County Community College District. As importantly, the agencies who contract for the Skill Center's services include at least the following:

- Arizona State Employment Service - CETA
- Work Incentive Program
- Division of Vocational Rehabilitation
- Bureau of Indian Affairs
- Urban League
- Operation SERVE
- Model Cities Manpower.

Such arrangements permit the purchase of "slots" by agencies who refer students to the Skill Center. The student fills the slot until the training is completed and he is job-ready. The slot may then be filled by another student, referred by the same agency. Thus slots can be turned over several times during a year, providing for students to work at their own pace.

The average cost per slot for a vocational education disadvantaged student was $1200. The major expenditures were in the areas of Instructional Personnel and Support Services.

For additional information, please contact Mr. Ed Acuna, Director, or Mr. Stu Miller, Supervisor, Special Needs Program, Division of Vocational Education, 1535 W. Jefferson, Phoenix, Arizona 85007.

Aides to Career Education (ACE)
Bernardo Sandoval, Consultant
Programs for Disadvantaged Vocational Education Students
Los Angeles Unified School District
450 N. Grande Avenue
Los Angeles, California 90051

The Aides to Career Education Program is a unique approach to providing individualized instruction to a large number of pupils. The program began in 1972 with the receipt of a federal grant by the Los Angeles Unified School District. The grant provided for the hiring of 130 instructional aides to assist disadvantaged students in vocational programs in high schools and regional occupational centers throughout the school district. There are presently 54,000 students being served by the grant, 4,025 of which are classified as either academically, socially, economically, or culturally disadvantaged. To be eligible for the program, the student must be enrolled in a regular vocational program, must be identified as academically unsuccessful in their vocational classes, and must be classified as to the specific type of disadvantagement responsible for their academic failure.

The goals of the ACE program are to provide individual instruction, and enable disadvantaged students to acquire vocational skills sufficient to become gainfully employed. Through the careful instruction of the aides, students are expected to improve in attitude and initiative, cooperation, job skills, quality of course work, time utilization, and attendance.

The ACE program was implemented for the purpose of providing aides to work with teachers in the delivery of specialized instruction to students. The aide is not considered a teacher replacement; rather, this person serves as an extension of the teacher. Aides are selected because of their expertise in one of the following vocational areas: agriculture, business, health occupations, home economics, or industrial education. Since the aides are already experienced in the particular vocational area to which they are assigned, the teacher merely has to guide and instruct him as to instructional techniques and the use of instructional

equipment. The aide performs such duties as monitoring student progress and reporting this information to the teacher, conducting individual and small group instruction, using audio-visual aids to teach a concept or a skill developing instructional materials, giving and scoring tests, explaining teacher corrections of papers and exercises to students, and conducting follow-up studies of student attendance, health, and academic performance. Aides are expected to set a positive example for students in appearance, behavior, and attitude. They are also expected to establish rapport with students, exhibit creativity in their approach to classroom problems, and work well with teachers, administrators and other school personnel.

No organized recruitment for the program is employed; instead, school staff are adroit in identifying students in regular vocational classes who need special instruction. Aides are likewise exposed to extensive in-service training in the diagnosis of students with academic deficiencies.

Community support for the program is enlisted through the use of an advisory council which meets three times yearly to discuss program progress and curriculum matters. The council is composed of city government officials, community businessmen, teachers, aides, and school administrative personnel.

The results of a formal evaluation conducted in 1974 indicated that the program has been successful in accomplishing its objectives. An analysis of questionnaires completed by students, teachers, aides, and administrators indicated that the program was effective in delivering individual instruction to disadvantaged students and in providing release time for teachers to enable them to devote more time to student needs. Most students benefited from the program as evidenced by an improvement in grades, attendance, and attitude.

The ACE program is financed through federal and local funds. Major program expenditures were for instructional personnel and support services.

This coincides with the administrative plan of providing a sufficient number of aides and teachers to adequately meet student needs on an individualized basis. The average annual additional expenditure per disadvantaged vocational education student was $177.

For additional information about the ACE program, please contact Mr. Bernardo Sandoval, Consultant for Programs for Disadvantaged Vocational Education Students, 450 N. Grande Avenue, Los Angeles, California, or Mr. Fred J. Martinez, Specialist for the Disadvantaged, 1919 Twenty-first Street, Sacramento, California 95814.

Career and Vocational Educational System
Dr. Troy E. Nuckols, Director
San Mateo Union High School
650 North Delaware Street
San Mateo, California 94401

The San Mateo Union High School District located on the San Francisco peninsula, serves six communities (San Bruno, Milbrae, Burlingame, Hillsborough, San Mateo, Foster City) and some unincorporated areas.

The population of the area has grown rapidly. In 1950, there were 90,000 residents; in 1970 there were 190,000 residents. The area is primarily white, middle and upper-middle class, with relatively small numbers of Blacks, Orientals, and individuals with Spanish surnames. Approximately 60% of the enrollees are female. Nearly all the students are white.

During the 1974-75 school year, 379 disadvantaged students were enrolled in district schools. Nearly all these students were identified as either academically or socially disadvantaged.

One of the general goals of the San Mateo school district program is to prepare individuals for entry into the world of work. In addition the following Career Development Program goals have been developed:

1. To assist students in developing community and career awareness
2. To provide students with opportunities to enroll in Career Development Programs which utilize community facilities for training
3. To provide open-ended programs which allow students to enter into immediate employment, apprenticeship programs, or further educational and/or occupational training upon graduation
4. To assist students in carrying out career planning and preparation activities that are based upon projections of their personal needs
5. To assist disadvantaged and handicapped students to become vocationally trained and economically independent
6. To improve the image of vocational and career education
7. To assist students in understanding the relationship of vocational training programs to career education.

Several criteria are used to identify and recruit disadvantaged students including census tract data, Aid for Dependent Children (AFDC) data, teacher and/or counselor identification, Peninsula High School Admissions Committee, Career Planning and Placement Center personnel and Human Relations Department personnel.

Several programs exist to help academically and economically disadvantaged students. Interestingly, since the district contains many high schools different programs can be offered at the same time at different schools.

Programs for the academically and educationally disadvantaged include:

Tutorial Assistance - Tutorial assistance is provided to disadvantaged students to assist them in developing communication and basic employment skills necessary to succeed in regular Career Development Programs, and in the employment market. Tutors are given special training to assist them in meeting the needs of disadvantaged students. Paraprofessional tutoring assistance is provided in the following programs:

(1) Career Choices (two area high schools)
(2) Office Occupations (three area high schools)
(3) Work Experience Education (eight area high schools)
(4) Food Management and Preparation (FEAST) (one area high school)
(5) Career Planning and Placement Centers (seven area high schools)
(6) Graphic Communications (mobile facility)
(7) Distributive Occupations (one area high school).

Reduced Pupil/Teacher Ratio - A reduced pupil/teacher ratio is used to assist disadvantaged students to succeed in regular Career Development programs. By reducing the normal ratio, the teacher has more time to work on an individual basis with disadvantaged students who have special needs. The pupil/teacher ratio is lower than normal in the following programs:

(1) Office Occupations (one area high school)
(2) Work Experience Education (one area high school)

(3) FEAST (one area high school)
(4) Allied Health Careers (two area high schools)
(5) Stenographer (eight area high schools)
(6) Electronics Technology (two area high schools)
(7) Distributive Occupations (two area high schools)
(8) Graphic Communications (mobile facility).

Teacher/Counselor Aids - Teacher and/or counselor aids are assigned to Career Development programs and counseling departments in order to assist disadvantaged students to succeed in regular Career Development programs or to assist them to make well-informed career decisions. Teacher aids are used to supervise students during laboratory periods in order to release teachers so that they may engage in the development of learning activities that will assist disadvantaged students in succeeding in regular Career Development programs. Almost all programs have teacher/counselor aids assigned to them.

Transportation - Transportation is provided for disadvantaged students in programs requiring student participation in learning activities in the community. Transportation is provided by the following programs:
(1) FEAST (one area high school)
(2) Allied Health Careers (one area high school)
(3) Career Planning and Placement Centers (eight area high schools).

Instructional Supplies and/or Equipment - Additional instructional supplies and/or equipment is provided for Career Development programs, where the need is indicated, in order to provide additional support for disadvantaged students. Programs that receive this support are indicated below:
(1) Office Occupations (one area high school)
(2) FEAST (one area high school)
(3) Automotive Services (one area high school)
(4) Allied Health Careers (two area high schools)
(5) Career Planning and Placement Centers (seven area high schools)
(6) Graphic Communications (mobile facility)
(7) Distributive Occupations (two area high schools).

Individualized Instruction - Individualized and self-paced instruction, including teacher/learner contracts, is used in Career Development programs to assist disadvantaged students in coping with the training demands of these programs. Performance objectives, which may be fulfilled at an individual's own pace, are included in the programs indicated below:

(1) Work Experience Education (eight area high schools)
(2) Allied Health Careers (two area high schools)
(3) Career Choices (two area high schools)
(4) Automotive Services (one area high school)
(5) Electronics Technology (two area high schools)
(6) Graphic Communications (mobile facility)
(7) Distributive Occupations (two area high schools)
(8) Office Occupations (three area high schools).

A special Work Experience Education program for minority and disadvantaged students is conducted during the summer. Students who enroll in this program are recruited by the Human Relations Department Staff and Work Experience Education program teacher/coordinators. The students are paid from Neighborhood Youth Corps funds, work-study funds, or by other governmental agencies that do not normally employ students during the regular year.

In part, community support is garnered by advisory committees for each vocational program which meet twice a year. In addition, coverage in district media and local newspapers is provided at leastonce per month.

Placement connections with industry are maintained by Career Center personnel, work experience coordinators, vocational program teachers, and cooperative education teachers. Placement connections with labor are maintained primarily through apprenticeship programs.

The San Mateo programs are funded by Part B disadvantaged funds and by local district funds. It is estimated that a direct cost of $578 per vocational education disadvantaged student was spent during the 1974-75 school year.

Major expenditures are committed for the component areas of support services and instructional personnel.

Dr. Troy E. Nuckols or Mr. Fred J. Martinez, Specialist for the Disadvantaged, 1919 Twenty-first Street, Sacramento, California 95814 should be contacted for further information.

Vocational Systems Program
Mr. Loy Trowell, Supervisor of Vocational Education
San Jose Unified School District
1605 Park Avenue
San Jose, California 95126

The San Jose Unified School District's program of vocational education for disadvantaged students is a combination program that provides both a Work Experience Program and an Aides to Career Education (ACE) Program to the 482 vocational education disadvantaged students in the system. Sixty-five percent of those disadvantaged students are female and 25% of the disadvantaged students are of Spanish surname.

The Work Experience Program is a part of the total educational process that assists young people to choose a career wisely, prepare for full-time employment suitable to their abilities and interests, and learn to work with others in ways that are successful and rewarding.

Work experience education extends the ability of the school to serve students through utilizing community resources as an expansive training laboratory. Students can polish their skills and assess their capabilities under on-the-job conditions while working with adults on an adult level. Or, students can systematically observe work being carried on in an actual work setting to determine how suitable the occupation is for them and how much preparation is required. This training, in combination with school activities, provides a broad base of experience for the student.

Three types of Work Experience are provided by the San Jose Schools. They include:

- Exploratory Work Experience Education- This is a program that contributes to career guidance and development by providing a variety of conditions of work to students
- General Work Experience Education- This program is designed to assist students to become productive, responsible individuals through part time supervised employment experiences

- Vocational Work Experience Education- This program is designed to provide assistance to students in developing occupational competencies necessary to acquire employment, to adust to the employment environment and to advance in the occupation of their choice. This program utilizes a cooperative arrangement between the school and the employer for entry into a specific occupation.

The specific goals of these various forms of education include:

1. Recognize that the process and content of the school's curriculum is relevant to career requirements and responsbilities (relevancy)
2. Appreciate the importance of work to personal fulfillment and growing independence and maturity (self-development)
3. Analyze career opportunities and their requirements and compare these with personal potential and expectations (self-evaluation)
4. Relate in a positive manner to work experience education sponsors, employers and their employees, and the public being served (interpersonal relations)
5. Identify with and participate in adult roles and responsibilities in the world of work (application). 1/

This program utilizes the individual school, Career Center concept to provide counseling, instructional, and supervisional assistance to students. Counselors construct learning materials which teach job acquiring and job maintenance skills. Further, these counselors supervise the work experience program itself, functioning in a similar fashion to an employer.

The second program offered by the San Jose Unified School District is the Aides to Career Education Program (ACE). This program is predicated on the idea that a cost-effective method for meeting the needs of students who are not succeeding in regular vocational education programs is to provide assistance to the students by means of instructional aides. The instuctional aide differs from all other aides because he is selected on the basis of his expertise in a vocational field. The primary function is to bring more individualized instruction to the disadvantaged vocational student.

1/ Goals, Program Objectives, Performance Objectives, and Evaluative Criteria for Students Enrolled in California State Programs of Work Experience Education. Compiled by Herbert Ellenberg. Sacramento: California State Department of Education, 1970, p. 7.

The goal of the ACE program is to improve the educational performance and enhance the employability potential of students assisted. More specifically, providing instructional aides to assist disadvantaged students in vocational classes should lead to their improvement in one or more of the following areas:

- Attitude and Initiative- The student is able to develop a positive attitude and inward direction in his educational and employment endeavors
- Cooperation- The student develops a more cooperative behavior with his peers and teachers
- Attainment of Job Skills- The student takes advantage of opportunities to gain job skills
- Quality of Course Work- The student begins to take pride in the quality of his course work
- Quantity of Course Work- The student learns to utilize his time efficiently in the completion of assigned tasks
- Attendance- The student learns to practice good attendance which will lead to success in education and the world of work.

The teacher and the aide work together to provide increased individual attention to each student in the class. The aide does not replace the teacher in the classroom; rather, he functions as a support system for the instructional process and as a role model for students in the course. More specifically, the San Jose System formally descibes their aide program in the following manner:

Definition

Assists a certificated employee in vocational training classes by preparing educational materials and conducting instructional activities for academically, socially, economically, or culturally disadvantaged students.

Typical Duties

Assists the teacher or other certificated employee in vocational training classes by performing the following duties in order to

help disadvantaged students learn subjects and skills introduced by a teacher:

Checking student laboratory work, including use of materials, equipment, tools, and other items related to vocational training, for adherence to correct and safe procedures.

Explaining teacher s corrections and evaluations on papers and projects to students.

Providing assistance to students individually in small groups in order to develop knowledges and skills in instructional areas designated by the teacher, including review of subject matter, use of individual learning packages, performance of work, and tutoring in reading, writing, and arithmetic.

Assisting students to attain positive attitudes toward education and success in the vocational program.

Noting and referring to teacher student deficiencies in subject matter, skills, and related areas.

Contacting, as directed by teacher, district personnel, parents and others to follow up on student attendance, health, and other matters related to student achievement.

Developing and preparing instructional materials, such as mock-ups, models, and tape recordings for use with disadvantaged students.

Giving and scoring make-up tests and reviewing test results with students.

Perform related duties as assigned.

Supervision

Immediate supervision is provided by a certificated employee, usually a teacher. No supervision is exercised over district employees.

Class Qualifications

Knowledge of:

Practices, procedures, terminology, supplies, tools, and equipment used in the designated occupational field.

Safe work methods used in occupational fields.

Correct grammatical usage.

Standards of courtesy and behavior expected of students.

Ability to:

Speak, read, and write clear understandable English.

Prepare instuctional, audio-visual, and related class materials.

Prepare and present educational materials and conduct instructional activities.

Communicate specialized information concerning the designated occupational field to pupils with varying levels of understanding.

Entrance Qualifications:

Six months of recent paid experience in the designated occupational field in which aide will be hired

or

Successful completion of an occupational program in the designated field at the college or university level

or

Have majored in that particular subject area in High School.

Special Qualifications:

Ability to speak, or to read and write Spanish may be required for some positions.

The San Jose Programs are meeting with some successes. The dropout rate for vocational education disadvantaged students has shrunk to 2%. More importantly, 12% of the students classified as voc-ed disadvantaged during 1974-75 were reclassified as regular students. Furthermore, 77% of those students who completed the program were placed in entry level jobs.

Funds for the Vocational Program are provided by the State Department of Education, VOICE of California, and the local district. The total approximate annual expenditure per vocational education disadvantaged student is $444, approximately $100 per year more than the direct costs per regular vocational student. The major areas of expenditures are for support services and instructional personnel.

For further information, please contact Mr. Loy Trowell, Supervisor of Vocational Education, or Mr. Fred J. Martinez, Specialist for the Disadvantaged, 1919 Twenty-first Street, Sacramento, California 95814.

Project R.E.A.L. (Research, Experience, Awareness and Learning)
Mr. Robert A. Rajander, Coordinator of Career Education
Berkeley Unified School District
1336 7th Street
Berkeley, California 94710

Project R.E.A.L. is a career training program of the Berkeley Unified School District for students 15 years of age and older who reside in Alameda County. The project was begun in 1971 to provide entry-level occupational training for those whose needs were not being met by the traditional school programs. In fact, the high dropout rate in the Berkeley area (19.3%) has been interpreted as an obvious demand for alternatives to the traditional school curriculum. Project staff endeavor to dispel the notion that career education programs are dumping grounds for underachieving students through working to restore personal and programmatic respect. Among other notions, they stress the fact that only 8% of the occupational careers in the United States require a bachelor's degree or greater, and this is an indication that high schools that do not emphasize the occupational curriculum are failing to respond to the needs of the majority of their students.

Approximately 1300 students are currently being served by Project R.E.A.L., 565 of which are classified as disadvantaged. The entire range of disadvantagements and the entire range of racial and ethnic groups of students are served in the project. Additionally, students are accepted who have been referred by the courts. The program also serves students who are teenage parents and who either cannot afford to attend school full-time because of family financial responsibilities or are not able to attend school at all because of lack of adequate arrangements for child care. In either of the latter instances, the program offers students the opportunity to work while attending school and makes child care facilities available on location.

R.E.A.L. is located in an off-campus locale to give it a sense of reality that the regular school lacks. Attending the school is intended to be much like appearing for work on a regularly scheduled basis. The

curricular and the physical divisions of the physical plant are made to appear as much like the work setting of each occupational area as possible. Additionally, the student is required to perform the same duties as an employee in a comparable job. At the completion of the training program, the student receives a certificate and a recommendation for a job detailing his work experiences.

The occupational cluster areas and corresponding job positions that are offered within the program are:

Office Occupations
- General Office Clerk
- Key Punch and Coding Equipment Operator
- File Clerk
- Receptionist
- Clerk Typist
- Machine Operator
- Bookkeeping and Records Management
- Stenographer-Secretary

Skilled Trades
- Auto Mechanic
- Drafting
- Electronic Occupations
- Combined Metal Occupations
- Plastics Occupations
- Woodworking Occupations
- Graphic Communications
- Graphic Arts

Fashion Careers
- Fashion Coordinator and Buyer Program
- Fashion Arts
- Alterations and Restyling

Allied Health Careers
- Pre-nursing
- Health Careers
- Hospital Ancillary Training Service

Consumer Useful and Homemaking Careers
- Nursery Teacher Aide
- Parent-Child Education Center
- Family Health
- Clothing and Textiles
- Food and Nutrition
- Housing and Home Services
- Consumer Education

Hospitality Career Exploration
- Hotel Management
- Food Services
- Recreation and Tourism

Retail and Merchandising Display

Animal Science
- Pre-veterinary

Media Technician

Extensive laboratory experience accompanies each skill area. The Office Occupations cluster is equipped with a simulated office complete with a variety of positions students must fill. A complete array of equipment and machinery is available in the Skilled Trades area. Students are required to complete projects in the shop areas related to their field of study. The Fashion Careers students join forces with the Retail and Merchandising Display students in a clothing store venture. The Fashion Careers students design, make, and simulate buying clothes for the store while the Retail and Merchandising Display students design window displays, advertise, make the arrangements for a sale, and handle the details of inventory control. Students of the Allied Health Careers Program and the Consumer Useful and Homemaking Careers operate a nursery for children of mothers who attend classes at the Center. The nursery is free and child care is supervised by professionals. Plans are underway for opening a restaurant in the project's facilities, operated entirely by Hospitality Career Exploration students. Meal planning, food preparation and serving will be carried out by the students.

Recruitment of students for the project occurs in a variety of ways. Project staff distribute course offerings, handbooks, brochures, and newsletters to advertise the program. Also counselors, teachers, or personnel from outside agencies may make referrals. To be admitted to the program, the student must be interviewed and approved by the instructor(s) of the course(s) he wishes to take.

Involvement of community people in the program is facilitated through the use of advisory committees composed of professionals from each of the

skill areas. Also, several area business and industrial firms allow a portion of their work space to be used as "classrooms" so students gain experience under the supervision of a professional. Aside from the benefits to the student, the employer is able to observe the student in training and draw some realistic conclusions about his suitability for employment within that area. Also, the student is able to use the employer as a reference when applying for jobs.

Although extensive evaluation data from Project R.E.A.L. were not available, the student and community response to the program has been enthusiastic. Of the 565 vocational-education disadvantaged enrolled, only nine dropped out. The director believes that the Allied Health and Consumer Useful and Homemaking Careers were major contributing factors to the low dropout rate since on-site nursery facilities solved the problem of child care. A second contributing factor to success is the matching of interests, aptitudes and student abilities such that students are enrolled in courses commensurate with their interest and ability levels. Further, guidance counseling and tutoring is available at all times for students with special needs. Finally, the rationale for each program's existence is based on a careful community survey of labor needs; therefore, R.E.A.L. generates graduates who have places in the community's employment marketplace. Since these graduates are trained by the employers themselves, there is no need for intensive on-the-job training, thus saving the employer time and training costs.

Project R.E.A.L. is funded through state, local, and federal monies and summer funding is available through CETA. The average cost per regular vocational education student is approximately $650 as compared to an average of $700 per vocational education disadvantaged student. Major expenditures for the program are in the areas of administration and supervision, staff development, and support services. These budgetary allocations are consistent with the project's emphasis on program coordination, quality curriculum content, and student testing and guidance.

The Coordinator of Career Education, Mr. Robert Rajander, or Mr. Fred J. Martinez, Specialist for the Disadvantaged, 1919 21st Street, Sacramento, California 95814, may be contacted for further information about Project R.E.A.L.

Southern Nevada Vocation-Technical Center
SNVTC (Reading and Math Tutorial Program)
Mr. Clayton R. Farnsworth, Director
5710 Mt. Vista Drive
Las Vegas, Nevada 89120

The Southern Nevada Vocational-Technical Center, opened in 1966, is a modern vocational-technical high school for the students of the Clark County School District in Las Vegas, Nevada. The Center presently serves 927 students, 172 of which are classified as vocational education disadvantaged students. These students are described as academically disadvantaged, and generally share the problem of being at least three years below grade level in reading and math skills. Students may attend SNVTC as transfers from another high school or as post-secondary adults who have completed high school but wish to acquire vocational skill training.

The vocational component of the program serves eleventh and twelfth graders, with a pre-vocational program for tenth graders. All vocational teachers have had on-the-job experience in their particular fields and are prepared to teach the practical application of principles.

Tenth graders take communications, mathematics, social studies, science, health and physical education. They also enroll in one area of vocational exploration, choosing from the following: World of Work, Basic Electricity, Basic Drafting, Mechanical Theory, Computers in Business, Typing I, Recordkeeping, and Introduction to Business.

Junior and Senior level students also enroll in academic courses while learning intensive vocational skills. Academic courses include Communications, American History, and Physical Education for eleventh graders. For twelfth graders, U.S. Government and College Preparatory English are offered.

A diversity of vocational courses are offered based on extensive community survey and need. They include:

Airframe and Autoplant Mechanics
Auto Body Repair and Painting
Auto Mechanics
Carpentry
Clerical
Cosmetology
Culinary Arts
Data Processing
Electromechanical and Architectural Drafting
Electronics
Graphic Communications
Refrigeration
Secretarial Science and Business Education
Telecommunications
Allied Health Professions
Landscaping

Laboratory training and work study programs are available for students to "learn by doing."

Disadvantaged students are assigned to vocational classes with regular students; however, special academic classes are provided for the disadvantaged. Also, tutors equipped with special instructional materials are available for disadvantaged students who need individual attention. A special program is available for those with reading deficits, the objectives of which are improving reading skills, promoting positive attitudes toward reading and improving self-concept.

Recruitment activities are conducted throughout the year by SNVTC personnel who visit junior high schools in the area and talk with ninth graders. Also, seminars are presented to all ninth graders twice yearly, and media coverage helps to advertise the program and attract community interest.

To facilitate interest and attendance, bus service is provided by the Clark County school district. Also, a program of intramurals is offered in conjunction with other activities to encourage the productive use of leisure time, a concept that will hopefully carry over once the student is employed. The intramural activities include basketball, tennis, golf, bowling, wrestling, softball, and cross-country track. Other student activities available are Student Council, F.B.L.A., Roadrunner Tour Guides

Association, the school newspaper, the yearbook, and the Ski Club. Field trips, dances, and various other social events provide an opportunity for entertainment and student interaction.

The program and curriculum have met with success in meeting the needs of the disadvantaged student. The dropout rate for the entire program is 18%. It should be noted that of these 18%, many transferred to regular high schools or other school districts, and have continued their education. Also, of those that completed the program, approximately 50% were placed in jobs or institutions of higher learning at the time of graduation.

The SNVTC Program is funded through the Vocational Education Act, Part B. The cost per vocational education disadvantaged student is approximately $1210 per year, approximately 20% above the per pupil expenditure for regular vocational education students. The major expenditure for the program was in the area of instructional personnel, particularly as this expenditure involves providing individualized attention to needs.

For more information about the program, the reader should contact the Director, Mr. Clayton R. Farnsworth, or Mr. John V. Griffin, Supervisor of Special Programs, Department of Education, Carson City, Nevada 89701.

REGION X

Project SAVE (Specialized Academic Vocational Education)
Mr. Jerry Strauss, Director
Greater Anchorage Area Borough
5300 "A" Street
Anchorage, Alaska 99502

Project SAVE (Specialized Academic Vocational Education) is located within the Greater Anchorage Area Borough in Anchorage, Alaska and is directed by Jerry H. Strauss.

The program is a basic education and vocational training program serving students age 16 and over. The present population of 376 students comes from high schools in the Greater Anchorage Area Borough. Students normally attend class three hours and work part-time in the community for 3-4 hours per day. The program operates on a regular day-time schedule throughout the school year. There is also an evening program for those who cannot attend during the day for personal reasons or because of suspension from regular school. The student may regain admittance to the daytime program through satisfactory performance in the night program. A summer program is also in operation.

The primary goal of Project SAVE is to provide on-the-job experiences as well as course work for those who would not otherwise remain in school. The end result of such training is to provide students with a marketable skill which will allow them to compete in the job market.

Both academic and vocational courses are offered through Project SAVE. Academic courses include English, Social Studies, and Math/Science combined. Students work 3-4 hours per day in areas relevant to these courses. Vocational course offerings include occupational preparation for shop and office occupations. There are also cognate work experiences to parallel the vocational course offerings. The part-time jobs are obtained by the students themselves; the school may provide leads but students have to apply for the jobs. If students are unable to secure jobs, which is quite possible given the present unemployment statistics, they may instead elect to do volunteer work. Regardless, the student must work in order to earn the appropriate number of credits for graduation.

The school itself is ungraded with open-entry, open-exit. Individualized instruction is tailored to meet the student's individual interests and needs. Learning tasks are in the form of objectives which evolve into "contracts" developed by teacher and student. These contracts allow the student to work at his own level at his own pace.

Student enrollment in Project SAVE is enlisted not by active recruitment but primarily by referrals from local high school counselors. Other referral sources include the Office of Vocational Rehabilitation, Alaska Children's Services, and the Probation Division of the State Youth and Adult Authority.

Referrals and walk-ins are interviewed by an Intake Committee composed of two students and two faculty. During the interview, the prospective student is asked a number of questions about his background and motivation. Following the interview, the Intake Committee votes to determine whether or not the prospective student will be granted admission. Admissions are normally reserved for students with academic deficiencies and/or multiple-problem home environments. Thus, both students and faculty have an equal voice in deciding who is to be admitted to the program.

Even though there is no organized plan for enlisting community support, this is accomplished indirectly through the activities of school personnel. Instructors contact employers while canvassing the community for jobs and a liaison person evaluates student on-the-job performance in consultation with the employer/supervisor.

Placement data for Project SAVE present an impressive average of 74% satisfactory terminations (graduation, transfer to other schools, G.E.D., etc.) during the three-year period from 1971-1973. Recent data are not available.

Followup data available for 1973 was based on a sample of 20 SAVE graduates. From those 20 contacted, 13 were employed full-time, 2 worked part-time, 2 were housewives, one was a student, and only 2 were unemployed (one due to illness). From the data available, it appears that SAVE is quite successfully training its graduates for active competition in the job market.

There are no direct links with labor unions in the area, but the Office of Vocational Rehabilitation does work out training plans once a student becomes a client. Also, as mentioned previously, Alaska Children's Services and the Probation Division of the State Youth and Adult Authority make frequent referrals to Project SAVE.

An evaluation by the Center for Northern Educational Research mentioned that the two major strengths of Project SAVE were the concern of the staff for the student and the advancing program of individualized instruction. The Center recommended a greater variety of job experiences and program offerings for the students. The evaluation also considered the followup procedure and recommended that an additional five-year follow-up also be initiated. The Center also recommended that Project SAVE share their knowledge with the entire school system. This has spawned a series of workshops and sharing of instructions which will help to lower the dropout rates in the public school system and improve the quality of education in general.

Funding for Project SAVE is provided at federal, state, and local levels. Major areas of expenditures are for instructional personnel, instructional materials, program support services and facilities. Approximately 45% of the budget is spent on support services while another 40% is spent on instructional personnel. The average cost per vocational-education disadvantaged student in Project SAVE is $1944, slightly less than the amount spent on regular vocational education students being trained in Anchorage high schools. Additionally, the program director indicated that his largest single need was for additional work-experience coordinators.

For more information about Project SAVE, please contact Director Jerry H. Strauss or State Supervisor for the Disadvantaged and Handicapped, Mr. Louis D. Ridle, Alaska Office Building, Pouch F, Juneau, Alaska 99801.

D-4 Vocational Agriculture Program
Mr. Vaughn Hugie
Blackfoot High School, District #55
440 West Judicial
Blackfoot, Idaho 83221

The D-4 Vocational Agriculture Program is a specialized agriculture program designed for high school students grades 9-12. The program presently serves approximately 234 students, 96 of which are classified as disadvantaged. The major factors which inhibit success of the disadvantaged population are language, reading, computational and general education deficiencies. Prior to the program's origination, there was also a serious dropout problem created not only by students' leaving school to take jobs, but also by other students who change school districts frequently. The new program was thus devised to provide special opportunities for disadvantaged students to learn about agriculture and related business opportunities. It was anticipated that as a result of the program, many students would leave school with a marketable skill who otherwise would be thrust into the job market unprepared.

The program is divided into two components, academic and vocational. The academic component is intended to fulfill the basic requirements for graduation while the vocational component focuses exclusively on career orientation and skill training. For students in grades 9-11, the vocational component consists of an orientation to the field of agriculture and agricultural business and marketing. Since Blackfoot is considered to be the "potato capital of the world," the student is naturally exposed to all aspects of potato farming, processing and marketing. Career orientation does not end with potato farming, however. Other types of farming and farm-related skills, such as money management and the relationship of the individual farm produce to the world market, are also taught.

To aid in teaching the student, field trips to successful farms and industrial firms are arranged. Guest speakers are often invited to speak to the classes regarding farm management. Also the student is introduced to the operation, care and safety of shop tools.

The senior student is placed in a paid job to obtain on-the-job work experience for his vocational laboratory training. Since many students have completed all but one unit required for graduation by their senior year, they come early to take their vocational and academic courses, then work for the remainder of the day. Only those students who are seniors and have been involved in the vocational agriculture program for at least one year are eligible for job placement.

The teacher-supervisor frequently calls on the student and his employer to monitor the student's progress. The teacher, together with the employer evaluate the student's performance. An effort is made to ensure that only those students sincerely interested in agriculture are enrolled in the program and placed on the job. It is also anticipated that by working in an agricultural occupation, a student will be able to decide with a great degree of confidence whether or not he wishes to continue in an agricultural occupation.

Vocational agriculture for the disadvantaged student differs somewhat from that of the regular student. For example, the disadvantaged student is exposed to many more "hands on" experiences than the regular student since the disadvantaged student learns best by doing. Also, the use of audio-visual aids is increased as well as more frequent use of other multi-sensory teaching methods.

The academic phase of the program differs very little for the disadvantaged student. Some exceptions are specialized classes for Indians, Chicanos, and other minorities with linguistic difficulties.

Special recruitment practices for the program are unnecessary since a more than adequate number of students register for the program voluntarily. There are monthly newspaper articles, however, that provide publicity for the program.

Community interest and support in Blackfoot's Vocational Agriculture Program is enlisted through the use of an advisory committee made up of

community members. This committee meets as needed to evaluate the curriculum and offer suggestions for program improvement. Blackfoot's businesses and industries are also quite supportive of the program, both in providing field placements and in hiring.

Placement and follow-up data speak positively for the program's effectiveness. Since the program's initiation, there has been a significant decrease in absences and dropouts. In fact, if one focuses just on the seniors, one notes that every senior student was placed on a job, having already become accomplished at a skill. This reflects the major result of the program, an increase in the skill level of students and logically a corresponding increase in their employability. Even though some students still drop out of school, most who do so now drop out to work full time in a job for which they have been adequately trained instead of attempting to compete unskilled and unprepared.

The major source of funding for the program is from the State Division of Vocational Education. Local funds provide for field trips and other student activities. Present priority expenditures are for curriculum materials, support service expenditures, shop equipment and supplies, and instructional salaries. Two-thirds of the budget is spent on two components, facilities and instructional materials. The funding also allows for special tools and equipment for laboratory training and reduced class sizes for a smaller student-teacher ratio. These expenditures are especially desirable for the disadvantaged classes since "learning by doing" and a marked amount of individual attention are generally correlated with the success of disadvantaged students. The average additional cost per vocational education disadvantaged student in the Blackfoot program is approximately $300. The cost per regular vocational-education student is approximately $200.

For more information about Blackfoot High School's Vocational Agriculture Program, please contact Mr. Vaughn Hugie at the Project or Mr. Roger Sathre, Idaho Supervisor of Special Needs, State Board of Vocational Education, 506 North 5th Street, Boise, Idaho 83720.

Vocational Village
Mr. Ronald L. Thurston, Director
Vocational Village High School
5040 S.E. Milwaukee Avenue
Portland, Oregon 97202

Vocational Village High School is located in Portland School District No. 1, Portland, Oregon and is administered by Ronald L. Thurston, Director.

The school provides basic and career education to students ages 14-21 who have dropped out of or failed to succeed in the traditional high school. Walk-ins and referral from other schools, juvenile courts and social agencies are the principal means of receiving students. The enrollment is composed of those students released from compulsory school attendance. The school serves approximately 400-500 students per year, three-fourths of which are disadvantaged (socially, economically, or academically). Most of these disadvantaged students are described as "underachievers" who have the potential for success in school, but need additional assistance, particularly in the form of individualized curriculum to motivate them and meet their learning needs. Also, approximately one-fourth of the school's student population is described as handicapped. This includes impaired speech, emotionally disturbed, physically handicapped or crippled, and the chronically ill.

The Vocational Village operates a regular program throughout the school year including full-scale summer and evening programs. The facility itself is situated in a renovated warehouse in Portland, Oregon. The school is designed to serve the Portland Public School population and is responsible to Area III of the Portland Public Schools.

The Career Education Program is designed to transform disadvantaged students into independent, responsible and productive citizens through an individualized course of instruction in one of the following areas:

- Food Service
- Graphic Arts
- Health Services
- Marketing
- Office Occupations
- Electricity/Electronics
- Sheet Metal and Welding.

Competencies in these skill areas are assessed by means of a "job sheet," a small individualized work unit built on task analysis and discrete units of work. When the student has mastered a job sheet (as determined by pre- and post-tests), he continues on to another series of tasks until his advisor and instructors evaluate his overall performance as satisfactory. The net effect is that modifications are made in the student's job sheet to meet his specific learning needs.

In order to have mastered a skill area, the students will also have successfully completed an on-the-job work experience related to the skill area of primary interest. These work experiences as well as the evaluation procedures are designed in cooperation with the work experience coordinator, the vocational instructor, and the employer. The student's course of study is designed to allow him to move easily and successfully into the job market upon graduation. Continued assessment of the relevance of the training program occurs to ensure a smooth transition from school to work. Lastly, to heighten student interest in basic education areas such as reading and mathematics, examples and materials are taken from the student's primary skill area. Thus, a Health Occupations student might read a story about some health care professional.

Links with the community are maintained by enlisting community people as advisory committee and ad hoc committee members. Also, through contacts with community service agencies, the Vocational Village has obtained donations of materials, supplies and equipment. Other community agencies have provided guest speakers, counseling services, clothing, dental and medical assistance, psychological services, and industry-sponsored activity. One of the most important links with the community has been the contact between prospective employers and school personnel. Through such contacts, students are placed in on-the-job training situations and many are hired into these firms upon graduation.

Placement responsibilities at Vocational Village rest with advisors, instructors, and the work experience coordinator. Contacts with prospective employers through advisory committees and community agencies are valuable aids in the placement process. Most Vocational Village students go directly into the work situation once they graduate; however, a few continue on to

other schools or colleges. Postgraduate counseling, referral, and follow-up services are provided to assist the student in establishing and maintaining appropriate employment and also to provide a reliable method for assessing program effectiveness.

An annual evaluation of Vocational Village's effectiveness in meeting its objectives is made. At that time, recommendations for improvement of existing programs and services are offered. One effort currently being undertaken is the writing of job descriptions for jobs in the community, in an effort to make the curriculum content more relevant and applicable to actual jobs. Such an effort should do much to keep the curriculum current with present community employment sources and thus ensure the employability of graduates.

Funding for Vocational Village is, for the most part, provided by the State Department of Public Instruction even though some federal and local funds are available. Community service agencies also provide services and equipment. The total annual cost per student for 1974-1975 is approximately $1,368. This cost covers rental for buildings, remodeling, utilities, school salaries, equipment and supplies.

For more information about Vocational Village High School, the Director, Mr. Ronald L. Thurston, or Mr. Dave Backman, Oregon Specialist for the Disadvantaged and Handicapped, Oregon Board of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97320.

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